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# The Modern Language Journal

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# The Modern Language Journal

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# The Modern Language Journal

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## RESULTS AND SIGNIFICANCE OF THE NEW TYPE OF MODERN LANGUAGE TESTS

THE main purpose of this paper is to discuss some of the results and the significance of the new type of modern language tests known as the Henmon French Tests, the Columbia Research Bureau Tests, the Iowa Placement Examinations, and the American Council Tests,<sup>1</sup> to mention only the most important now available. The substance of this article is taken from a monograph entitled "Achievement in French in One Hundred Schools and Colleges," to appear as a Bulletin of the Bureau of Educational Research at the University of Wisconsin. As a considerable amount of the data here was obtained from the administration of about 25,000 A and B forms of the American Council French Grammar Test in scores of institutions from the Atlantic to the Pacific, and as the results are quite typical of those obtained with the new type of modern language test, it would seem proper at this point to give some information about its origin and nature.

The writer was requested to undertake for the Modern Foreign Language Study the construction of a French Grammar test that would be valid, reliable, comprehensive, and administratively feasible as to time requirements, ease of administration, scoring, and interpretation. To meet these requirements three factors were of fundamental importance: (1) the selection of test items to insure validity and comprehensiveness; (2) the choice of test technique to secure reliability and objectivity; and (3) the length of the test to assure reliability not only for group measurement but also for the measurement of individual achievement.

The choice of the various items that were used in the test was determined by two principal aims. First, the test was to be employed

<sup>1</sup> Published by the World Book Co., Yonkers, New York, and Chicago, Illinois.

as a yard stick for measuring the achievement of students in French Grammar in the different semesters of high school and college work and hence was to be made easy enough and comprehensive enough to serve as a suitable and reliable instrument for gauging all grades of work in the subject. Second, it was to have an alternative form called B which should not only duplicate some of the grammatical principles incorporated in the A form, but also introduce other important grammatical questions, making the two tests not only equivalent in difficulty but also supplementary to each other and hence very comprehensive when taken together. This plan has been carried out and if it is desired both tests can be given in the average school or college recitation period; the two yield a pretty comprehensive measure of a student's knowledge of French grammar. With the above purpose in view, therefore, every item was based on the relative weight given it by authoritative American and French textbooks, by the College Entrance Board Examinations, the New York State Regents' papers, and various other achievement tests. Each of the present forms consists of fifty items arranged in order of difficulty based on a preliminary try-out of the tests with about 1,400 students and then later with 1,100 students. The test technique was that of the selection or multiple-choice type with four alternative responses. Preliminary experimentation had shown that this principle gave greater objectivity and ease of scoring, a larger pupil response in a given time, and greater reliability than the completion or recall type of technique.

For the benefit of those who may be interested in educational statistics and their significance the following information is given. Through the wider experimentation with the test the reliability coefficient based on 9,664 cases was found to be .87, and when this latter was "stepped up," by using the Spearman-Brown formula, it became .93. The results from nineteen private and public schools located in various sections of the country, where the tests were evidently administered with particular care, deserve mention here. The correlation of 889 A and B forms given in these schools was .94; this is a distinctly high reliability coefficient obtained without the employment of the above "stepping up" process. The further validation of the test is shown by the following correlations against certain outside criteria. The correlation with the teachers' marks based on 1,436 cases is .55. The correlation with the completion



type of grammar test in the American Council Alpha French Test based on 474 cases is .83, with silent reading, 177 cases, .60, with composition, 186 cases, .65, and with vocabulary, 442 cases, .78. The correlation based on 61 cases with the grammar part of the Columbia Research Bureau French Test is .89, with comprehension .71, and with vocabulary, .86.<sup>2</sup>

The upshot of all this somewhat technical explanation in plain terms amounts to this: As the correlation of the American Council French Grammar Test with standardized objective tests, measuring other language skills such as grammar, vocabulary, reading, and composition, is distinctly high, nearly as high in some of the above relationships as the test with itself, the findings with this test can be taken as a fairly reliable index of the language achievement in the institutions giving the tests. There is no gainsaying, however, that the whole battery of tests, whenever it can be administered, is a more satisfactory measure of the mastery of the subject by the students being examined. With these preliminaries about the validation of the American Council French Grammar Test disposed of we come to the consideration of the first significant result of our investigation.

#### OVERLAPPING OF CLASSIFICATION IN SCHOOLS SHOWN BY THE RESULTS OF THE AMERICAN COUNCIL FRENCH GRAMMAR TEST

Probably the most striking outcome of the administration of nearly 13,000 of the tests in over 80 schools and about 12,000 in some 20 colleges was the confirmation of the unevenness that exists in the placement of our students. If time permitted, histograms or graphs could be introduced at this point to illustrate in a concrete way the startling overlapping of classification found in practically all the institutions that co-operated with us. This application of the tests is shown in the subjoined Table. It reads that 22 per cent of the first semester students in school did as well in French grammar as 50 per cent of the second semester students and that 28 per cent of the second semester students did as well as 50 per cent of the third semester students, and so on through the last semester. As the order might be reversed, we could also read that 50 per cent

<sup>2</sup>See forthcoming article by the writer in *Journal of Educational Research* entitled "The Construction and Validation of a French Grammar Test of the Selection or Multiple-Choice Type."

of the eighth semester students did no better than 30 per cent of the seventh semester students, and so on down to the first semester.

TABLE I  
OVERLAPPING OF CLASSIFICATION IN SCHOOLS SHOWN BY THE A. C.  
FRENCH GRAMMAR TEST

22% of 1 sem. students = 50% of 2nd sem. students in grammar achievement
28% of 2 sem. students = 50% of 3rd sem. students in grammar achievement
33% of 3 sem. students = 50% of 4th sem. students in grammar achievement
29% of 4 sem. students = 50% of 5th sem. students in grammar achievement
37% of 5 sem. students = 50% of 6th sem. students in grammar achievement
35% of 6 sem. students = 50% of 7th sem. students in grammar achievement
30% of 7 sem. students = 50% of 8th sem. students in grammar achievement

This condition of affairs, which is substantially confirmed by the results obtained with the Columbia Research Bureau Tests in New York and with the other American Council Tests in vocabulary, grammar, comprehension, and composition given in this country, Canada, and England, obviously calls for the serious consideration of a new method of classifying students in our secondary and higher institutions of learning, one that recognizes actual achievement in a subject as the basis of promotion rather than credits earned on units of time and certain programs of study and the old essay forms of examination alone.

#### COMPARATIVE ACHIEVEMENT IN SCHOOLS

Next in importance to the overlapping of Classification as brought out above by the comparison of the eight semesters of French might be ranked the comparative achievement of schools. In this country, where there is no highly centralized and standardized system of education as in France, if we except the New York State Regents and the College Entrance Board, we might naturally expect a certain departure from the norm in different schools and colleges in various sections, but few of us realize how wide apart our institutions of secondary education are in their attainments in the same line of study. Let us consider as an illustration thirty-seven schools in Table II ranked according to the results in their first semester French Grammar. The norms for these schools is 27 and the range is from 16 to 43. School *A* with a norm of 43 is sixteen points above the norm for the country and over two and one-half times as high as school *k*, the lowest of the group. It is also better than that of 27

schools in the second semester group. Again, if we examine the record of school *m* in the second column, we find it consistently good

TABLE II

RANGE AND RANK OF HIGH AND PREPARATORY SCHOOLS ACCORDING TO THEIR MEDIAN SCORES AS SHOWN BY THE A. C. FRENCH GRAMMAR TEST

Semester	1	2	3	4	5	6	7	8
No. of Schools	37	39	43	43	34	28	16	20
Norms	27	36	45	52	60	64	71	76
Range	16-43	22-72	27-67	29-81	32-79	40-85	44-83	49-90
School <i>A</i>	43		65		86		66	
School <i>k</i>	16	33	49	46	55			
School <i>m</i>		69		69		85		90
School <i>b</i>	23	30	36		51	63		

being 33, 17, 21, and 14 points above the norm in the second, fourth, sixth, and eighth semesters respectively and holding second, third, first, and first rank in these respective semesters. On the

TABLE III

SHOWING PERCENTILE RANKS OF DIFFERENT SCHOOLS AND CLASSES IN THE ALPHA FRENCH TESTS

School	1st sem.	2nd sem.	3rd sem.	4th sem.
	V G SR C AV	V G SR C AV	V G SR C AV	V G SR C AV
1	67 35 56 49 58	86 70 81 65 75	86 65 74 43 67	90 78 82 70 80
2	58 15 14 19 27			19 15 16 46 25
3	50 40 14 30 35	45 40 12 48 36	30 28 24 35 30	19 10 6 13 13
4	33 49 43 78 53	46 85 58 57 58	75 80 50 71 69	77 87 67 73 76
5	50 67 59 49 56	39 43 43 41 42	42 40 48 41 42	41 48 43 41 44
6	38 54 26 22 35	39 45 38 65 47	23 43 42 62 43	30 21 39 57 37
7	52 25 38	52 31 44 48 45	49 22 29 40 34	20 7 12 12 13
8	72 42 67 80 65	69 34 58 52 57	58 53 85 89 71	71 63 61 74 66
9	39 69 51 91 63	56 60 55 61 58	47 56 55 73 58	39 53 42 81 54
10			36 17 18 26 24	
11	64 57 40 52 53	27 33 29 84 43	55 45 39 49 46	52 47 37 75 52
12			48 31 42 61 42	56 42 59 44 51
13				54 63 44 64 56
14	75 65	58 67 67 71 65	50 43 22 34 39	44 42 42 63 47
15			87 93 87 74 85	
			84 92 82 69 82	
			92 95 89 81 89	

School	5th sem.					6th sem.					7th sem.					8th sem.				
	V	G	SR	C	AV	V	G	SR	C	AV	V	G	SR	C	AV	V	G	SR	C	AV
1	87	84	64	70	76	82	80	54	74	73										
2	28	24	18	41	27	29	24	7	26	23	45	37	32	51	41	30	34	10	56	32
3	17	26	37	39	30	35	32	53	26	37	3	44	8	16	18	21	35	17	61	34
4	60	72	38	61	58	73	82	39	53	62	72	74	56	55	64	42	57	32	59	48
5	32	35	46	32	35	19	11	33	19	21	37	24	42	41	36					
6	44	46	54	72	54	46	51	54	70	55	46	42	48	25	53					
7																				
8	59	49	68	84	65	72	51	55	59	59	63	42	67	83	64	58	36	43	64	53
9	70	68	69	74	70															
10	41	39	36	32	37						42	51	36	8	36	22	18	14		18
11	55	38	38	83	52	53	32	37	75	49	72	63	60	81	69					
12	55	55	37	47	47	51	42	40	43	45	75	71	69	49	66	70	62	56	54	61
13						43	47	49	68	52						48	53	52	74	55
14	50	66	59	59	59	59	77	63	44	61	50	67	49	44	52	71	74	61		69
15	98	89	84	92	90						93	76	79	87	84					
	94	86	67	74	80						70	64	68	55	64					
	95	90	85	85	89						83	51	71	79	71					

other hand school *b* is consistently poor, ranking 28 in first semester, 33 in second semester, 39 in third semester, 28 in fifth semester, and 18 in sixth semester, that is in all cases it is below the national norm. In short, some schools are a semester or more ahead of the norm for the country and others are a semester or more behind such norms.

For those who might insist that the sampling in grammar is inconclusive evidence to prove the point in hand we have utilized Table III from Professor Henmon's monograph entitled "Achievement Tests in the Modern Foreign Languages" to be printed by Macmillan's as one of the publications of the American and Canadian Committees on Modern Languages.

Fifteen schools out of seventy-five in which the American Council Alpha French Tests were given have been selected as sufficiently representative of the whole so as not to distort the general situation. A glance at the composite percentile ranks of the schools reveals that they range in the first semester from 27 to 65, in the second semester from 36 to 75, in the third semester from 24 to 89, and so on to the eighth semester. In addition to the range of talent already pointed out, it is important to note that the results of these schools

show a parallel state of affairs with the American Council French Grammar Test as regards ranking. If it is borne in mind that 50 is the norm for each part of the Alpha Test as well as for the average of the four parts, this ranking is easily ascertained. For example, school 1 after the first semester is approximately 25 above the norm for five semesters of work, while school 2 is consistently about 25 below the norm throughout the eight semesters. In other words, school 1 is doing about twice as good work in the first semester as school 2, and about three times as good work as school 2 in the fourth, fifth, and sixth semesters. A comparison of schools 5 and 6 discloses a steadily falling down in achievement in the former school and just the reverse in the latter. The record of school 15 discloses high standards all along the line, not merely in the averages but in the component parts of the test. Space forbids a discussion of the uniformities and unevenness in the different abilities tested, but the serious student of language problems could well afford to study Table III from this point of view. Since the results with the Alpha French Tests confirm the findings of the American Council French Grammar Tests regarding the wide difference of achievement in the modern foreign languages of our schools, for what is true of French could be established also for German, Spanish, and Italian, is it not incumbent on us teachers and our administrative officers to remedy this deplorable state of affairs by courageously insisting on a more general agreement on the contents of our outlines of courses and the use of standardized objective tests for placement purposes?

#### ARTICULATION OF HIGH SCHOOL AND COLLEGE WORK

Very likely the problem that has been most difficult for the heads of our institutions of learning to solve, after those of the budget, the personnel, the curriculum, and the alumni, is the one that concerns the proper articulation of high school and college courses. What light does the investigation of the Study throw on this question, tantalizing not only for administrative officers but also for the teachers under their direction and for parents likewise? The examination of the records of a few typical schools will disclose how far from a real solution of the problem is offered by the present unit system, when it is a question of the admission of individual students or groups of students on the score of units earned in high school. Most colleges that do not require entrance examinations count two



years high school language credit as equivalent to one of their own, some western institutions require three years of languages in school to absolve their first year's work. The national norms for the American Alpha French Tests at the school and college levels given in Table IV, with the college 1, 2, 3, 4, semesters placed under the school 2, 4, 6, 8, semesters, show some justification for the equivalence of two for one except in grammar; no justification for the ratio of three for one has been found, so far as the writer has been able to ascertain, with any of the recently standardized language tests such as those under discussion, or the Iowa Placement Tests

TABLE IV  
NATIONAL NORMS FOR AMERICAN COUNCIL ALPHA FRENCH TESTS  
School and College Attainment Compared

Semesters	1	2	3	4	5	6	7	8
Vocabulary:								
High School...	16	22	27	32	37	41	45	49
College.....		24		31		39		46
Grammar:								
High School...	5	12	19	24	29	33	37	40
College.....		12		19		24		27
Silent Reading:								
High School...	6	9	12	15	17	19	20	21
College.....		12		16		19		21
Composition:								
High School...	5.8	6.2	7.3	7.6	8.3	9.0	9.0	8.7
College.....		7.5		7.9		8.8		9.1

administered in a number of institutions on the Pacific Coast for this specific problem, or the Columbia Research Bureau Tests. In fact, the two to one plan breaks down in so many individual cases that it would seem more fair to the students, schools, and colleges alike to use the achievement tests whenever there is any serious doubt about the standard of work that is being accredited.

How necessary this may be at times can be learned by inspecting Table V where School 1, a large public institution in the Middle West, is found to be far below national norms except for composition. It is quite certain that its first three years are not equivalent to one and one-half years of college. School 2, a big public high school in Pennsylvania, has records after the first semester above the

norm all along the line. Surely its six semesters' work deserves more than three semesters in college. And what has been said of School 2 is equally true of School 3, a famous boys' preparatory school in the East, as an examination of its scores reveals. The latter's seventh semester is decidedly higher than the four semesters (not to mention three) for college. By employing various weighting

TABLE V

NORMS OF THREE SCHOOLS COMPARED WITH THE NATIONAL NORMS FOR THE AMERICAN COUNCIL ALPHA FRENCH TESTS

	1st sem.	2nd sem.	3rd sem.	4th sem.
	V G R C	V G R C	V G R C	V G R C
National Norm	16 5 6 5.8	22 12 9 6.2	27 19 12 7.3	32 24 15 7.6
School 1	13 4 3 3.1	19 8 4 6	21 10 8 6	27 17 9 5.5
School 2	19 5 6 4	30 14 13 7	41 24 15 7.5	44 30 17 8.5
School 3			41 37 19 9	

  

	5th sem.	6th sem.	7th sem.	8th sem.
	V G R C	V G R C	V G R C	V G R C
National Norm	37 29 17 8.3	41 33 19 9.0	45 37 20 9.0	49 40 21 8.7
School 1	22 16 14 8.	31 25 13 7.	31 29 15 8.5	47 37 17 9.
School 2	50 39 19 8.5	53 44 19 10.		
School 3	56 41 20 10		58 38 22 10	

schemes for the different parts of the Alpha Test, the same conclusion has been reached, namely, that the present plan of admitting students to college based on the unit system admits of so many misfits in the articulation of high school and college work that it calls for modification wherever and whenever it is possible by the use of objective standardized tests for placement purposes. Were time available, we could reinforce our argument by a revelation of the widely different standards that exist in different colleges in so far as these tests measure the effectiveness of their achieve-

ment along definite and very important skills in the mastery of languages.

#### EFFECT OF METHOD ON ACHIEVEMENT IN FRENCH

One of the cardinal aims of the Study in its investigation of the modern language situation in this country and in Canada has been to ascertain, if possible, the effect of this or that method of teaching on the achievement in the foreign tongue. In this particular problem the findings of the present investigator with the American Council French Grammar Test (selection type) are based on the sampling of the work in sixteen schools of various sizes and types in five different states and also that of two state universities and one private college in three middle-west states. In the case of the secondary schools the results were obtained from 2,903 cases in eight semesters and those of the higher institutions were secured from 172 cases in five semesters. Upon comparing the norms in schools using the direct method, see Table VIa, with the standard median, one finds

TABLE VI  
NORMS OBTAINED WITH THE AMERICAN COUNCIL FRENCH GRAMMAR TEST IN  
INSTITUTIONS USING THE DIRECT METHOD COMPARED WITH  
THE STANDARD MEDIAN

Semester	a. Schools							
	1	2	3	4	5	6	7	8
Std. Median.....	27	36	45	52	60	64	71	76
D. M. ".....	26	32	41	49	56	40	62	65
Difference.....	1	4	4	3	4	24	9	11

  

	b. Colleges					
Std. Median.....	51		61	62	64	69
D. M. ".....	44		44	54	45	59
Difference.....	7		17	8	19	10

that they fall below the latter in every semester from 1 to 24 points. Likewise, upon examining the norms in colleges using the direct method, see Table VIb, with the standard median one learns that

they drop below the latter in five semesters from 7 to 19 points; there were no cases in the first, third, and fourth semesters. While the number of cases at the college level is not as large as could be desired, still the total number of cases at the lower and higher level being over 3,000, the evidence brought forth showing that students taught by the direct method make a decidedly poorer record in grammar achievement than those trained by various other methods is rather conclusive.

We would call the attention of those who might properly maintain that this experiment has to do with only one important phase of language study to the results of the experiment carried on in the University of Michigan last year and described by Professor Pargment in his article, "The Effect on Achievement of Method Used," which appeared in *THE MODERN LANGUAGE JOURNAL* for May, 1927. The possible objection anticipated is squarely met here by the results obtained from four classes, two using the direct method and two employing the grammar-translation plan. (See tables VIIa and b).

TABLE VIIa  
NATURE OF FINAL EXAMINATION ADMINISTERED AT THE UNIVERSITY OF MICHIGAN  
TO FOUR CLASSES TO DISCOVER THE EFFECT ON ACHIEVEMENT OF  
METHOD USED

	Credits
1. Oral Comprehension Test.....	15
2. American Council French Grammar Tests.....	25
3. Written translation into French of ten English sentences.....	10
4. Written answers, in French, of ten questions expressed in English...	10
5. Written translation into English of five French passages, from six to eight lines long, drawn from the common reader.....	26
6. Direct comprehension test of the type of Coleman's tests, 7 questions	14

TABLE VIIb  
RESULTS OBTAINED WITH THE ABOVE EXAMINATION

Parts	1	2	3	4	5	6	Total
Gram.-Trans. av.....	8.25	18.05	7.1	6.95	23.6	12.2	76
Direct Method av. . .	9.7	12.35	3.75	5.85	20.95	11.9	64.5
Difference.....		5.7	3.35	1.1	2.65	.3	11.5

A final examination consisting of six parts covering as many different phases of language study was administered to the two groups, resulting in a difference in the average in favor of the grammar-translation classes all along the line except for the oral comprehension part. Hence Pargment's conclusion, which corroborates our own findings as stated above, deserves serious consideration. It is as follows:

1. *Method has an effect on achievement*, since (a) Two instructors of equal ability, working under exactly the same conditions, but using different methods, achieved different results; (b) One instructor, equally qualified to use each of two methods, and working under exactly the same conditions, achieved different results according to the method used; (c) Two groups of two men each using the same method achieved essentially the same results. 2. The pure Direct Method cannot successfully be used in a two-year course, unless we wilfully sacrifice the most important aspect of language—an intelligent reading knowledge.

In order to bring together some of the most important evidence that bears on this problem the writer utilized certain discoveries of Professor H. E. Ford, special investigator of the Modern Foreign Language Study in Canada, from whose report entitled "Survey of Achievement in French in Canadian Colleges,"<sup>3</sup> has been taken the material in Table VIII, and the conclusions based on the same. Table VIII indicates the norms obtained in three high schools in the Province of Quebec with the American Council Alpha French Tests administered around mid-year's 1926 to about 600 students trained by the Direct Method. It next shows the norms secured with over 4,000 students in about a score of schools not using this method in various provinces outside of Quebec. In the third place it sets forth the norms resulting from the testing of between 2,000 and 3,000 students in high schools in the United States using various methods of language teaching. Before comparing the results of the three parts of the American Alpha Tests in the three different geographical sections it must be borne in mind that in the Quebec system, where the Direct Method is employed, French is begun in grades three or four and continues up through the high school course. Hence, the tables for the French work in three high schools in this province signify 1-2 yr., 1 yr., etc., in addition to the

<sup>3</sup>To be issued as one of the *Publications of the American and Canadian Committees on Modern Languages*.



four or five years in the primary schools. Furthermore, it must not be overlooked that the three parts of the Alpha Tests only measure the oral achievement of the students in so far as oral drill may affect the written work in vocabulary, grammar, and comprehension. Remembering, therefore, that the students in Quebec have an advantage of four or five years in the study of French over the other Canadian schools and the United States schools, it is found upon examination that the Direct Method students with  $3\frac{1}{2}$  years

TABLE VIII  
NORMS FOR THREE HIGH SCHOOLS IN THE PROVINCE OF QUEBEC USING THE DIRECT METHOD COMPARED WITH THOSE FOR OTHER HIGH SCHOOLS IN CANADA AND THE UNITED STATES

Years	1-2	1 1-2	2 1-2	3 1-2	4
<i>Vocabulary</i>					
Quebec (D. M.) . . . .	27	31	39	44	52
Canada . . . . .	14	21	27	36	
United States . . . . .	17	29	40	43	52
<i>Grammar</i>					
Quebec (D. M.) . . . .	5	12	19	24	33
Canada . . . . .	5	8	14	23	
United States . . . . .	7	20	29	35	39
<i>Comprehension</i>					
Quebec (D. M.) . . . .	8	11	17	18	19
Canada . . . . .	2	5	10	14	
United States . . . . .	6	13	18	20	22

of high school French do better than the other  $3\frac{1}{2}$  year Canadian students, but that when compared with the  $3\frac{1}{2}$  year United States students they are superior only one point in vocabulary, and inferior to them several points in grammar and comprehension. A matching of the fourth year students in both countries only emphasizes the same situation regarding the two systems. Confronted with these facts the present writer is forced to conclude that some of the claims of the Direct Method adherents will either have to be abandoned or else more scientifically and widely established through carefully controlled classes and the administration of such achieve-

ment tests as those of the American Council or the Columbia Research Bureau.<sup>4</sup>

#### AMOUNT OF LATIN TRAINING TRANSFERRING TO FRENCH

Another aim of the present study has been to determine, if possible, the influence of the training in one foreign language upon another, both qualitatively and quantitatively. Certain phases of this problem, such as the effect of previous Latin training on French translation and vocabulary and the carry-over of common elements from Latin to French, have already been treated by various researchers in connection with the Classical Investigation. For the sake of comparison with the results on the American Council French Grammar Test tabulated below the most important conclusion of these investigations are here summarized. V. A. C. Henmon found that when the scores of the Latin and non-Latin students who took his French tests were compared, the results favored the former, if no attention were paid to the equality of general scholarship between the two groups. When the latter was taken into consideration, the advantages of the Latin sections was greatly diminished, though not wiped out. Other studies, made use of by the Classical Investigation and covering experiments in the Universities of Iowa and Oberlin College, would seem to prove 1) That as the amount of Latin offered for college entrance increases the chances of success in French or Spanish improve, and 2) That "The correlation between intelligence and grades in French was very little greater than the correlation between study in Latin and grades in French. This means that, given the intelligence necessary for college entrance, Latin study is about as important a factor for success in French as superior intelligence' is."<sup>5</sup>

<sup>4</sup>It is only fair to state that in a letter to the writer Professor Ford expresses in substance the following opinion: objectives in the two methods are so different the comparisons are more or less futile. Furthermore, that age, intelligence and time must be controlled in order to draw conclusions from the Quebec sampling. It is the writer's belief that these same restrictions are equally applicable to the sampling outside of Quebec in both Canada and the United States and that these conditions were neither generally observed nor obtained. Hence, it is his conviction that the general conditions being comparable and the yardstick of measurement the same the conclusions are valid insofar as vocabulary, grammar, and comprehension are concerned.

<sup>5</sup>The Classical Investigation. Part One. General Report. Princeton University Press, 1924. pp. 52-54.

In Table IX we have presented the results obtained from administering the American Council French Grammar Test—Selection Type—in 1925 and 1926 to 2,585 students at the Universities of Illinois and Wisconsin. Of these students nearly 700 were without

TABLE IX

INFLUENCE OF LATIN ON FRENCH AS SHOWN BY THE RESULTS OF THE AMERICAN COUNCIL FRENCH GRAMMAR TEST—SELECTION TYPE—ADMINISTERED AT THE UNIVERSITIES OF ILLINOIS AND WISCONSIN IN 1925 AND 1926

Sem. of French	No. of Cases	Q <sub>1</sub>	Median	Q <sub>3</sub>
1st sem.				
Without Latin.....	194	31	37	42
With Latin.....	431	32	38	45
2nd sem.				
Without Latin.....	94	44	48	54
With Latin.....	212	44	51	57
3rd sem.				
Without Latin.....	168	46	52	59
With Latin.....	431	48	55	63
4th sem.				
Without Latin.....	79	51	58	64
With Latin.....	267	53	60	66
5th sem.				
Without Latin.....	77	51	57	63
With Latin.....	136	49	58	65
6th sem.				
Without Latin.....	27	46	57	66
With Latin.....	126	56	63	70
7th sem.				
Without Latin.....	31	51	59	76
With Latin.....	86	61	69	82
8th sem.				
Without Latin.....	10	55	72	82
With Latin.....	216	63	72	83

Latin training before taking French, while about 1,900 had had it previously to or with their French in either school or college. It is to be observed that in the first semester, of French students who took the test, there were 194 non-Latin and 431 Latin students, and that of the former the lower quartile score is 31, the median 37, and the upper quartile 42; of the latter group, the Latin trained students,

the lower quartile score is 32, the median 38, and the upper quartile 45. This result reveals a superiority, not a large one to be sure, in French Grammar in favor of the Latin trained students. Examination of the data for the succeeding semesters shows the superiority continuing in practically all cases.

The average increment from semester to semester in  $Q_1$  of the non-Latin group is 3.4, for the median of the same group it is 5, and for  $Q_3$  it is 5.7. The average increment from semester to semester in  $Q_1$  of the Latin group is 4.4, for the median of the same group it is about 5, and for the  $Q_3$  it is 5.4. Hence, we might conclude that the progress in French from semester to semester as shown by the quartile distributions is approximately the same in both groups, with this important difference, namely, that the average advantage in French grammar achievement from semester to semester in all quartile scores of the Latin over the non-Latin is 3.4 per cent or 1.7 scores. Although the general scholarship of the two groups has not been ascertained through the use of intelligence tests or by means of their school and college grades, it seems doubtful whether such information would disprove the above conclusion concerning the advantage of French students with Latin training over those without it; the difference in the quartile scores is too constant to be attributed solely to a difference in intelligence. It can be explained most probably on the ground of the carry-over from one language to the other. This deduction, furthermore, appears to be supported by the findings of the Classical Investigation referred to above.

#### FUNCTIONAL GRAMMAR AND THEORETICAL GRAMMAR COMPARED

It has often been claimed that students ordinarily memorize rules or principles of grammar without attaining thereby any considerable skill in applying them to written or oral work. It occurred to the writer that the correlating of two different kinds of tests such as the American Council French Grammar Test, A and B forms, and a supplementary written examination, A and B forms, covering item for item the various principles presented in the first set, might throw light on this old problem of methodology. For this purpose the above objective tests, which measure the functional knowledge of French grammar, and the written supplementary examinations, which show the mastery of the theoretical or formal side of the same sub-

ject, were administered in June, 1926, to twenty French undergraduate teaching majors, all of whom had on an average four years of college French or its equivalent and who obtained their A.B. at the above date. It is admitted at once that the number of cases is not as large as could be desired, but as the results obtained from this class otherwise meet important requirements of reliability they are set forth in Tables Xa and b. Space is lacking to present all of the details having to do with this phase of the experiment. When the results of this class are compared with those of 205 fourth year

TABLE Xa

COMPARISON OF RESULTS OBTAINED WITH THE A. C. FRENCH GRAMMAR TEST  
ADMINISTERED TO FRENCH TEACHING MAJORS AND NON-TEACHING  
MAJORS, ALL OF WHOM HAVE HAD FOUR YEARS'  
COLLEGE WORK OR ITS EQUIVALENT

	Median	Mean	$\sigma$	$r$	$n$
Av. A and B Forms.....	79	79	4.80	.61	20
Av. A and B Forms.....	63	67	6.66	.79	205

TABLE Xb

CORRELATION OF THE FUNCTIONAL GRAMMAR FORMS AND THEORETICAL GRAMMAR  
FORMS OF THE AMERICAN COUNCIL FRENCH GRAMMAR TEST

	Median	Mean	$\sigma$	$r$	$n$
Forms A and B Functional.....	79	80	5.27	.75	20
Forms A and B Theoretical.....	62	59	5.89		20

French students not planning on teaching, the following differences are found: The average median scores and mean scores expressed in per cents of the first group are 16 per cent and 12 per cent respectively higher than those of the second group. The smaller standard deviation and coefficient of correlation of the first of these groups indicate the narrower and more selective type of sampling. This should be expected, as the teaching majors were required to take four credits in composition and conversation with the grade of *good* and also pass a satisfactory written examination in grammar before being certified.

Upon examining Table Xb to learn the difference between the results obtained with the functional forms of the test and the theo-



retical forms, one observes that the average median and mean scores of the former are 17 per cent and 21 per cent respectively higher than those of the latter and that the standard deviation of the functional tests is about one-half score smaller and hence just so much better as to scatteration.

To the modern language teacher not familiar with educational statistics and their significance it might be explained that this particular investigation, though not carried out on a large scale, would indicate rather clearly that functional grammar tests when compared with the theoretical type yields higher scores and that in the last analysis they are a more reliable measure of the student's mastery of the subject. This does not mean that the study of formal or theoretical grammar has not its place in the curriculum; on the contrary, the above tables would seem to prove that it is closely enough related to functional grammar to deserve serious attention. Furthermore, it is very useful in the development of clear thinking and expression, a fact often overlooked by those who decry its merit in school or college courses.

It might also be of interest to the modern language instructor to learn that while it took only about one hour to correct the 40 American Council French Grammar Tests (A and B forms), it required twelve hours to mark the supplementary formal or theoretical grammar tests (A and B forms). The former tests required on an average eighteen minutes for the student's responses, while the latter demanded on an average forty-two minutes for the student's answers. For practical purposes, therefore, the objective type of test is a great time saver for both student and instructor when merely a knowledge of achievement in the subject is desired.

In the foregoing body of this paper an attempt has been made to present some facts about the most recent experiments in our field with the new type of modern language tests. The writer has selected certain findings of the American Council tests that seemed characteristic and symptomatic and commented upon their significance in passing. To recapitulate these high points: 1) The overlapping of classifications in schools shown by the results of the American Council French Grammar Test and other standardized language tests calls for both a more scientific method of measuring the achievement of our students and of sectioning them into classes. 2) The study of the comparative achievement in schools by revealing an

astonishing difference in the level of work performed in various institutions sets forth the need of remedial measures such as programs of study, more forceful teaching, and the use of objective tests for placement purposes. 3) The proper articulation of high school and college courses, because of the varying standards of work, cannot be said to be generally effective and satisfactory under the present unit system and likewise calls for a more scientific type of testing and classifying language achievements. 4) The effect of method on achievement as brought forth would plainly indicate another use for objective tests and also, may it be said with bated breath, the advisability of a reform among our direct methodists, if our findings are trustworthy. 5) The influence of Latin training on French seems rather encouraging evidence of the transfer power or carry-over of one subject on another, a fact rather scouted at not so long ago by our educationalists. 6) And finally the comparison of function and theoretical grammar, the stumbling block of so many teachers, sheds light on the subject in favor of the former.

The writer would not have anyone infer that he would entirely dispense with essay forms of examination. He recommends, however, that dependence upon them alone be abandoned and that they be supplemented by the new type of educational tests, which are needed, according to Professor Horn, for the following reasons:<sup>6</sup>

1. To show the pupil the efficiency with which he has worked.
2. To show the teacher the efficiency with which she has taught.
3. To measure the value of a given textbook.
4. To measure the value of a given method of teaching.
5. To compare the efficiency of teaching in one school with that in another school.
6. To guarantee a thorough and rigorous attack, not only in study but also in teaching.
7. To get a general but useful index of the status of teaching in any given school system.

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<sup>6</sup> Ruch, "Improvement of the Written Examination," p. III. Scott, Foresman and Co., 1924.

## ANNIVERSAIRES

### A CALENDAR FOR THE FRENCH CLUB

THE French calendar is made up on the same principle as the German. It derived its original substratum from Meyer's "Historischer Kalendar," but as this material proved to be rather meager, numerous additions were supplied by Miss Laura Johnson of the University of Wisconsin High School, and then the entire list was very carefully reviewed and substantially augmented by Mrs. Jeanne H. Greenleaf of the University of Wisconsin. Some of these dates are perhaps doubtful, in view of the fact that authorities disagree on them, sometimes rather widely; but the proposed utilization of the list renders this matter relatively unimportant. However, it should perhaps be stated that we assume no guarantee as to the scientific accuracy of every date, although particular pains have been taken to verify them.

It has not been possible for us to ascertain definite birthdays for the French universities, since such information seems not to be readily available. We append here, however, a list of the principal French universities, together with the year of their foundation: Aix-Marseilles, 1409; Algiers, 1849; Besançon, 1485; Bordeaux, 1441; Caen, 1431; Clermont-Ferrand, 1808; Dijon, 1722; Grenoble, 1339; Lille, 1808 (anciennement Douai, fondée en 1530); Lyon, 1808; Montpellier, vers 1181; Nancy, 1572; Paris, vers 1150; Poitiers, 1431; Rennes, 1735; Toulouse, 1230.

#### *January 1* Le Jour de l'an.

- 1515 †Louis XII, King of France.
- 1560 †J. du Bellay, poet.
- 1642 Julie d'Angennes receives the "Guirlande de Julie."
- 1806 End of republican calendar.

#### *January 2*

- 1635 French Academy founded by Richelieu.

#### *January 3*

- 1656 Publication of Pascal's first "Provinciale."

#### *January 4*

- 1828 Martignac cabinet formed.

#### *January 5*

- 1477 †Charles le Téméraire.
- 1589 †Catherine de Médicis, queen of France.
- 1691 Première of "Athalie" at Saint-Cyr.

#### *January 6* La Fête des Rois.

- 1412 \*Jeanne d'Arc.

#### *January 7*

- 1715 †F. de la Mothe Fénelon, orator and writer.
- 1785 F. Blanchard, inventor of the parachute, crosses the English Channel in a balloon.

*January 8*

- 1558 Calais won from England.  
1896 †P. Verlaine, poet.

*January 9*

- 1757 †B. de Fontenelle, philosopher.  
1873 †Napoleon III.

*January 10*

- 1923 Première of "Le Phénix" by Maurice Rostand.

*January 11*

- 1837 †François Gérard, painter.

*January 12*

- 1842 \*François Coppée, writer.

*January 14*

- 1786 Germaine Necker becomes Baronne de Staël.  
1850 \*Pierre Loti, writer.

*January 15*

- 1622 \*Molière.  
1790 France is divided into "départements"  
1794 The tricolor adopted by the Convention.

*January 16*

- 1885 †Edmond About, writer.

*January 17*

- 1867 †J. A. D. Ingres, painter.

*January 18*

- 1689 \*C. de Montesquieu, writer.  
1841 \*E. Chabrier, composer.

*January 19*

- 1737 \*B. de Saint-Pierre, writer.  
1798 \*Auguste Comte, philosopher.

*January 20*

- 1804 \*Eugène Sue, writer.  
1875 †J. F. Millet, painter.

*January 21*

- 1793 Louis XVI beheaded.  
1814 †B. de Saint-Pierre, writer.  
1891 †Ernest Meissonier, painter.

*January 22*

- 1690 \*Nicolas Lancret, painter.  
1775 \*A. M. Ampère, physicist.

*January 23*

- 1783 \*"Stendhal," writer.  
1832 \*Edouard Manet, painter.

*January 24*

- 1732 \*P. A. de Beaumarchais, writer.

*January 25*

- 1801 Bonaparte elected president of the "République Cisalpine."

*January 26*

- 1689 Racine's "Esther," première at Saint-Cyr.  
1804 †Delphine Gay (Mme de Girardin), writer.  
1824 †Théodore Géricault, painter.

*January 27*

- 1823 \*Edouard Lalo, composer.  
1823 \*Ernest Renan, writer.

*January 28 "La Saint Charlemagne."*

- 814 †Charlemagne.

*January 29*

- 1904 Frédéric Masson, historian, enters the Academy.

*January 31*

- 1792 Nice annexed to France.

*February 1*

- 1872 \*Paul Fort, poet.

*February 2 Fête de la Chandeleur.*

- 1854 †F. de Lamennais, theologian.

*February 3*

- 1653 End of the "Fronde," Mazarin re-enters Paris.  
1862 \*Abel Hermant, writer.

*February 4*

- 1688 \*P. de Marivaux, dramatist.  
1849 \*Jean Richepin, writer.

*February 5*

- 1848 \*Joris K. Huysmans, writer.

*February 6*

1778 Franco-American treaty signed.

*February 8*

1807 Napoléon I wins at Eylau.

*February 9*

1821 †Joseph de Maistre, writer.

1909 †Catulle Mendès, writer.

*February 10*

1874 †Jules Michelet, historian.

1879 †Honoré Daumier, painter.

*February 11*

1650 †René Descartes, philosopher.

1657 \*B. de Fontenelle, writer.

*February 12*

1690 †Charles Lebrun, painter.

1763 †P. de Marivaux, dramatist.

*February 13*

1695 †J. de la Fontaine, poet.

1754 \*M. de Talleyrand, statesman.

*February 14*

842 Serment de Strasbourg.

1828 \*Edmond About, writer.

*February 15*

1923 Première of "l'Amour masqué"  
by Sacha Guitry.

*February 16*

1612 \*Antoine Arnauld (le Grand),  
theologian.

1823 †Pierre Prud'hon, painter.

*February 17*

1673 †Molière.

1803 \*Edgar Quinet, writer.

*February 18*

1587 Marie Stuart executed.

1871 Adolphe Thiers becomes head  
of the "Pouvoir Exécutif."

*February 19*

1922 †Frédéric Masson, permanent  
secretary of the Academy.

*February 21*

1815 \*Ernest Meissonier, painter.

*February 22*

1875 †J. B. Corot, painter.

*February 24*

1429 Jeanne d'Arc recognizes the  
king at Chinon.

1619 \*Charles Lebrun, painter.

1848 Revolution.

*February 25*

1848 Proclamation of Second Re-  
public.

*February 26*

1802 \*Victor Hugo, poet.

1808 \*Honoré Daumier, painter.

*February 27*

1861 Public use of telegraphy.

*February 28*

1533 \*M. E. de Montaigne, writer.

1683 \*R. de Réaumur, physicist.

1823 \*Ernest Renan, writer.

1869 †A. de Lamartine, poet.

*March 1*

1815 Napoléon lands at Cannes.

*March 4*

1794 †Henri de La Rochejaquelein,  
royaliste vendéen.

*March 5*

1827 †P. S. de Laplace, mathema-  
tician.

*March 6*

1885 \*Paul Géraudy, writer.

1893 †Hippolyte Taine, critic.

*March 7*

1923 Première of "La Hulla" by  
Samuel Rousseau.

*March 8*

1842 \*Stéphane Mallarmé, poet.

1869 †Hector Berlioz, composer.

*March 9*

1661 †Cardinal de Mazarin.

1796 Napoléon weds Joséphine.

*March 11*

1770 \*François Gérard, painter.

*March 13*

1870 †Ch. de Montalembert, writer.



- March 14*  
1369 Du Guesclin wins battle of Montiel over Pierre le Cruel.
- March 15*  
1720 Education becomes free at the University of Paris.
- March 16*  
1839 \*Sully Prud'homme, poet.  
1856 \*Prince Impérial.
- March 17*  
1680 †F. de La Rochefoucauld, writer.  
1771 \*A. J. Gros, painter.  
1907 †Charles Guérin, poet.
- March 18*  
1740 \*J. A. Houdon, sculptor.
- March 19*  
1855 \*R. de Montesquiou, poet.
- March 20*  
1811 \*Roi de Rome.  
1815 Napoléon I returns from Elba.
- March 21*  
1805 †J. B. Greuze, painter.
- March 22*  
1822 \*Rosa Bonheur, painter.
- March 23*  
1842 †"Stendhal," writer.
- March 24*  
1656 Miracle de la Ste Epine (Pascal's sister).  
1860 Savoy and Nice ceded to France.  
1905 †Jules Verne, writer.
- March 25*  
1914 †Frédéric Mistral, poet.
- March 26*  
1923 †Sarah Bernhardt, actress.
- March 27*  
1797 \*Alfred de Vigny, poet.  
1851 \*Vincent d'Indy, composer.  
1875 †Edgar Quinet, writer.
- March 28*  
1635 †Jacques Callot, painter.
- 1749 \*P. S. de Laplace, mathematician.
- March 29*  
1804 "Code Civil" established.
- March 30*  
1844 \*Paul Verlaine, poet.  
1887 First performance at the "Théâtre Libre."  
1910 †Jean Moréas, poet.
- March 31*  
1547 †Francis I.  
1596 \*René Descartes, philosopher.
- April 1* Poisson d'Avril.  
1610 \*Ch. de Saint-Evremond, writer.  
1631 Théophraste Renaudot publishes the first French newspaper, La Gazette.  
1753 \*Jos. de Maistre, writer.  
1810 Marie-Louise married to Napoléon I.  
1864 \*E. Rostand, dramatist.
- April 2*  
1791 †Mirabeau.  
1838 \*Leon Gambetta, statesman.  
1840 \*Emile Zola, novelist.
- April 3*  
1858 \*Albert Samain, poet.
- April 4*  
1758 \*Pierre Prud'hon, painter.  
1791 Funeral of Mirabeau.  
1858 \*Rémi de Gourmont, writer.  
1905 †Constantin Meunier, sculptor.
- April 5*  
1794 Danton and Camille Desmoulins executed.  
1801 †A. de Rivarol, writer.
- April 6*  
1758 \*M. de Robespierre, statesman.  
1814 Napoléon I abdicates.
- April 7*  
1498 †Charles VIII, king of France.  
1795 Adoption of decimal system.

- April 8*  
1364 †Jean II, le Bon, king of France.
- April 9*  
1553 †François Rabelais, writer.  
1810 \*Hégésippe Moreau, poet.  
1821 \*Charles Baudelaire, poet.
- April 10*  
1867 Law organizing girls' schools.
- April 11*  
1767 \*J. B. Isabey, painter.
- April 12*  
1704 †Bénigne Bossuet, orator.  
1831 \*C. Meunier, sculptor.
- April 13*  
1598 Edict of Nantes.
- April 14*  
1711 †Le Grand Dauphin, only son of Louis XIV.
- April 15*  
1788 †G. L. Buffon, naturalist.  
1812 \*Théodore Rousseau, painter.  
1856 \*Jean Moréas, poet.  
1927 †Gaston Leroux, writer.
- April 16*  
1797 \*Adolphe Thiers, statesman.  
1844 \*"Anatole France," writer.
- April 17*  
1696 †Marquise de Sévigné, writer.
- April 18*  
1802 "Legion of Honor" created.  
1855 †J. B. Isabey, painter.
- April 19*  
1780 \*P. J. de Béranger, song-writer.
- April 20*  
1808 \*Louis Napoléon.  
1868 \*Charles Maurras, poet.  
1883 †Edouard Manet, painter.
- April 21*  
1142 †Pierre Abélard, theologian.  
1699 †Jean Racine, dramatist.  
1828 \*Hippolyte Taine, critic.
- April 22*  
1766 \*Mme de Staël, writer.
- April 23*  
1369 Corner stone of Bastille laid.  
1892 †Edouard Lalo, composer.
- April 24*  
1814 Louis XVIII lands at Calais.
- April 25*  
1923 Général Berthelot appointed governor of Strasbourg.
- April 26*  
1799 \*Eugène Delacroix, painter.  
1897 Women students admitted to the Beaux-Arts school.
- April 28*  
1814 Napoléon embarks for Elba.
- April 29*  
1429 Jeanne d'Arc enters Orléans.  
1780 \*Charles Nodier, writer.
- April 30*  
1748 \*Louis David, painter.
- May 1*  
1827 \*Jules Breton, painter.  
1857 †Alfred de Musset, poet.  
1862 \*Marcel Prévost, writer.
- May 2*  
1684 La Fontaine enters the "Académie."  
1864 †Giacomo Meyerbeer, composer.
- May 3*  
1814 The royalists acclaim Louis XVIII back in Paris.
- May 4*  
1772 \*P. L. Courier, writer.
- May 5*  
1789 Opening of "Etats Généraux."  
1815 \*Eugène Labiche, dramatist.  
1821 †Napoléon I.
- May 6*  
1527 Rome taken by Charles de Bourbon.
- May 8*  
1429 Jeanne d'Arc frees Orléans.  
1668 \*A. R. Le Sage, novelist.  
1794 †A. L. Lavoisier, chemist.  
1880 †Gustave Flaubert, novelist.

*May 9*

1800 Public instruction centralized.

*May 10*

1795 \*Augustin Thierry, historian.

*May 11*

1696 †J. de La Bruyère, writer.

1708 †François Mansard, architect.

1849 †Mme Récamier.

*May 12*

1842 \*Jules Massenet, composer.

*May 13*

1774 \*P. N. Guérin, painter.

1840 \*Alphonse Daudet, writer.

1845 \*Gabriel Fauré, composer.

1871 †D. F. Auber, composer.

1907 †Joris K. Huysmans, writer.

*May 14*

1610 †Henri IV, assassinated by Ravaillac.

1643 †Louis XIII.

1827 \*J. B. Carpeaux, sculptor.

*May 15*

1767 Corsica becomes French.

1800 Napoléon crosses the Alps.

*May 16*

1832 †Casimir Périer, statesman.

*May 17*

1874 \*Henri Barbusse, writer.

*May 18*

1804 Napoléon Bonaparte becomes emperor.

*May 19*

1643 Condé victorious at Rocroi.

*May 20*

1799 \*H. de Balzac, writer.

*May 21*

1855 \*Emile Verhaeren, poet.

1871 Burning of the Tuileries. End of the Commune.

1927 Paris welcomes Lindbergh.

*May 22*

1841 \*Catulle Mendès, writer.

1856 †Augustin Thierry, historian.

1885 †Victor Hugo, poet.

*May 23*

1908 †François Coppée, poet.

*May 24*

1430 Jeanne d'Arc taken prisoner.

1885 Hugo's remains taken to the Panthéon.

*May 26*

1822 \*E. de Goncourt, writer.

1864 \*Francis Viélé Griffin, poet.

1891 \*Maurice Rostand, writer.

*May 27*

1610 Ravaillac condemned to death.

*May 28*

1804 End of first republic. First empire begins.

1849 Opening of "Assemblée Législative."

*May 29*

1810 C. Montalembert, writer.

*May 30*

Ste Jeanne d'Arc.

1431 Jeanne d'Arc burned.

1574 †Charles IX, king of France.

1778 †Arouet de Voltaire.

1853 \*V. van Gogh, painter.

*May 31*

1876 †George Sand, writer.

*June 1*

1594 \*Nicholas Poussin, painter.

1677 Racine married to Catherine de Romanet.

1814 \*François Ponsard, dramatist.

*June 2*

1794 The "Convention" decrees the arrest of 31 Girondins.

*June 3*

1635 \*Philippe Quinault, poet.

1875 †Georges Bizet, composer.

*June 4*

1925 †C. Flammarion, mathematician.

*June 6*

1606 \*Pierre Corneille.

*June 7*

1520 François I and Charles V meet at the "Camp du Drap d'or."

- June 8*  
1876 †George Sand, writer.
- June 9*  
1572 †Jeanne d'Albret, mother of Henri IV.
- June 10*  
1819 \*Gustave Courbet, painter.  
1836 †A. M. Ampère, physicist.  
1854 \*François de Curel, dramatist.  
1923 †Pierre Loti, novelist.
- June 12*  
1418 Massacre of the Armagnacs in Paris.  
1838 Eliza Félix, "Rachel" acts at the Comédie Française.
- June 13*  
1798 Bonaparte takes possession of Malta.
- June 14*  
1800 Battle of Marengo.  
1807 Battle of Friedland.  
1922 Opening of the Hague Conference.
- June 16*  
1881 Education made compulsory.
- June 17*  
1818 \*Charles Gounod, composer.
- June 18*  
1815 Battle of Waterloo.
- June 19*  
1623 \*Blaise Pascal, writer.
- June 20*  
1789 Serment du Jeu de Paume.  
1870 †Jules de Goncourt, writer.
- June 21*  
1778 †J. J. Rousseau, writer.  
1819 \*Jacques Offenbach, composer.
- June 22*  
1791 Louis XVI arrested at Varennes by Drouet.
- June 23*  
1815 Second abdication of Napoléon I.
- 1848 Beginning of revolution called "Journées de Juin."
- June 24*  
1794 Creation of the "Bureau des Longitudes."
- June 25*  
1848 Mgr. Affre, archbishop of Paris, dies on a barricade.  
1860 \*Georges Courteline, writer.
- June 26*  
1848 Cavaignac ends insurrection.
- June 27*  
1472 Jeanne Hachette defends Beauvais against the Bourguignons.  
1835 †A. J. Gros, painter.
- June 28*  
1650 †Jean Rotrou, poet.  
1712 \*J. J. Rousseau, writer.  
1919 Treaty of Versailles signed.
- June 29*  
1559 Henri II mortally wounded.  
1670 †Henriette d'Angleterre, wife of Philippe d'Orléans.  
1782 \*F. de Lamennais, theologian.  
1855 \*Delphine Gay (Mme de Girardin), writer.
- June 30*  
1884 \*Georges Duhamel, writer.
- July 1*  
1804 \*George Sand, novelist.
- July 2*  
1774 \*C. W. Gluck, composer.  
1778 †J. J. Rousseau, writer.
- July 3*  
1922 The League of Nations meets in Paris to discuss disarmament.
- July 4*  
1848 †F. de Chateaubriand, writer.
- July 5*  
1194 Philippe-Auguste starts the collection of Archives in Paris.

- July 6*  
1893 †Guy de Maupassant, novelist.
- July 7*  
1815 Blücher and Wellington enter Paris.
- July 8*  
1621 \*J. de La Fontaine, poet.
- July 9*  
1686 Augsburg league, against France.
- July 10*  
1871 \*Marcel Proust, novelist.
- July 11*  
1709 Archbishop of Paris orders destruction of Port Royal.
- July 12*  
1791 Civil constitution of Clergy decreed.  
1859 Napoléon III signs treaty of Villafranca with Austria.
- July 13*  
1793 Marat killed by Charlotte Corday.  
1842 †Duc d'Orléans.
- July 14*  
Fête nationale.  
1223 †Philippe II Auguste, king of France.  
1789 Storming of the Bastille.  
1817 †Mme de Staël, writer.
- July 15*  
1801 Bonaparte and Pope Pius VII sign the "Concordat."
- July 16*  
1828 †J. A. Houdon, sculptor.  
1833 †P. N. Guérin, painter.  
1857 †P. J. de Béranger, song-writer.  
1896 †Edmond de Goncourt, writer.
- July 17*  
1429 Charles VII sacred king at Rheims.  
1797 \*Paul Delaroche, painter.
- July 18*  
1721 †A. Watteau, painter.
- July 19*  
1834 \*Edgar Degas, painter.
- July 20*  
1659 \*Hyacinthe Rigaud, painter.
- July 21*  
1798 Bonaparte victorious at the "Pyramides."
- July 22*  
1461 Charles VII.  
1832 †Duc de Reichstadt.
- July 24*  
1802 \*A. Dumas (père), writer.
- July 25*  
1794 †André Chénier, poet.
- July 26*  
1796 \*J. B. Corot, painter.  
1830 Revolution in Paris.  
1872 Military service made compulsory.
- July 27*  
1675 †Henri de Turenne, Maréchal de France.  
1794 †M. de Robespierre, statesman.
- July 28*  
1794 †Saint-Just beheaded.  
1835 Fieschi's attempt upon Louis-Philippe's life.
- July 29*  
1824 \*A. Dumas (fils), dramatist.  
1890 †V. van Gogh, painter.
- July 30*  
1784 Denis Diderot, philosopher.
- July 31*  
1914 †Jean Jaurès, writer.
- August 1*  
1589 †Henri III killed by Jacques Clément.  
1715 †Louis XIV.  
1744 \*J. B. Lamarck, naturalist.  
1863 \*Stuart Merrill, poet.
- August 2*  
1593 Henri IV enters Paris.  
1789 Nobles and Clergy renounce their privileges.

- August 3*  
 1857 †Eugène Sue, novelist.  
 1914 †Jules Lemaitre, critic.
- August 5*  
 1850 \*Guy de Maupassant, novelist.
- August 6*  
 1651 \*F. de la Mothe Fénelon, writer.  
 1868 \*Paul Claudel, poet and ambassador.
- August 7*  
 1830 Louis Philippe d'Orléans becomes king.
- August 8*  
 1694 † Antoine Arnauld (le Grand), theologian.
- August 9*  
 1803 Bonaparte sees Fulton's experiment with steamboat on the Seine.
- August 10*  
 1792 The Tuileries invaded by the people.
- August 11*  
 1821 \*Octave Feuillet, novelist.
- August 12*  
 1350 †Philippe VI de Valois, king of France.
- August 13*  
 1863 †Eugène Delacroix, painter.
- August 14*  
 1840 Abd-el-Kader vanquished at "Isly" by Bugeaud.
- August 15* Assomption.  
 1769 \*Napoleon I.
- August 16*  
 1645 \*J. de La Bruyère, writer.  
 1743 \*A. L. Lavoisier, chemist.  
 1860 \*Jules Laforgue, poet.
- August 17*  
 1850 †H. de Balzac, novelist.
- August 18*  
 1900 †Albert Samain, poet.
- August 19*  
 1662 †Blaise Pascal, writer.
- August 20*  
 1632 \*Louis Bourdaloue, orator.  
 1887 †Jules Laforgue, poet.  
 1905 †W. Bouguereau, painter.
- August 21*  
 1725 \*J. B. Greuze, painter.  
 1798 \*Jules Michelet, historian.
- August 22*  
 1862 \*Ch. Debussy, composer.
- August 23*  
 1774 Second public exhibition of paintings in France.
- August 24*  
 1572 Massacre of St-Barthélemy.  
 1838 \*Comte de Paris.
- August 25*  
 1807 \*N. V. Diaz, painter.
- August 26*  
 1572 †Pierre Ramus, philosopher.  
 1648 "Journée des Barricades," against Mazarin.
- August 27*  
 1214 Philippe II Auguste victorious at Bouvines.
- August 28*  
 1859 Inauguration of submarine cable between Calais and Dover.
- August 29*  
 1780 \*J. A. D. Ingres, painter.  
 1862 \*Maurice Maeterlinck, writer.
- August 30*  
 1483 †Louis XI, king of France.  
 1780 †J. G. Soufflot, architect.
- August 31*  
 1811 \*Théophile Gautier, writer.  
 1867 †Ch. Baudelaire, poet.
- September 1*  
 1715 †François Girardon, sculptor.
- September 2*  
 1792 "Massacres de Septembre."

*September 3*

- 1792 Princesse de Lamballe.  
 1859 \*Jean Jaurès, writer.  
 1877 †A. Thiers, statesman and historian.

*September 4*

- 1768 \*F. de Chateaubriand, writer.  
 1870 Proclamation of Third Republic.

*September 5*

- 1857 †Auguste Comte, philosopher.  
 1914 †Ch. Péguy, poet.

*September 6*

- 1757 \*M. J. de La Fayette.

*September 7*

- 1707 \*G. de Buffon, naturalist.

*September 8*

- 1713 Jansenism condemned by Bull "Unigenitus."

*September 9*

- 1898 †Stéphane Mallarmé, poet.

*September 10*

- 1796 Napoléon wins at Bassano.

*September 11*

- 1196 †Maurice de Sully, original architect of Notre Dame.  
 1524 \*Pierre de Ronsard, poet.

*September 12*

- 1874 †François Guizot, historian.

*September 13*

- 1592 †M. E. de Montaigne, writer.  
 1893 †E. Chabrier, composer.

*September 14*

- 1743 †Nicolas Lancret, painter.

*September 15*

- 1613 \*F. de La Rochefoucauld, writer.

*September 16*

- 1380 †Charles V, king of France.  
 1638 \*Louis XIV.

*September 17*

- 1743 \*A. N. de Condorcet, philosopher.  
 1820 \*Emile Augier, dramatist.  
 1863 †Alfred de Vigny, poet.

*September 18*

- 1634 †Urbain Grandier burned for heresy.

*September 20*

- 1640 \*Antoine Coysevox, sculptor.

*September 21*

- 1792 Proclamation of the First Republic.

*September 22*

- 1792 First day of Republican era.  
 1862 \*Maurice Barrès, writer.

*September 23*

- 1870 †Prosper Mérimée, novelist.

*September 24*

- 1853 Nouvelle-Calédonie becomes French.

*September 26*

- 1066 Guillaume le Conquérant embarks for England.  
 1791 \*Théodore Géricault, painter.

*September 27*

- 1627 \*Bénigne Bossuet, orator.  
 1791 Jews made French citizens by vote of the Constituante.  
 1862 \*René Ghil, poet.  
 1915 †R. de Gourmont, writer.

*September 28*

- 1803 \*Prosper Mérimée, writer.  
 1895 †Louis Pasteur, chemist.  
 1902 †Emile Zola, novelist.

*September 29*

- 1703 †Ch. de Saint-Evremond, writer.

*September 30*

- 1762 \*André Chénier, poet.  
 1791 Last meeting of the Assemblée Nationale Constituante.

*October 1*

- 1684 †Pierre Corneille, dramatist.

*October 2*

- 1895 Madagascar under French protectorate.

*October 3*

- 1835 \*C. Saint-Saëns, composer.



- October 4*  
 1787 \*François Guizot, historian.  
 1791 The "Assemblée législative" abolishes the titles of "Sire" and "Majesté."  
 1814 \*J. F. Millet, painter.
- October 5*  
 1713 \*Denis Diderot, philosopher.  
 1880 †Jacques Offenbach, composer.
- October 6*  
 1836 The Obelisk erected in the Place de la Concorde, Paris.
- October 7*  
 1896 Laying of the corner-stone of "Pont Alexandre III."
- October 9*  
 1720 †Antoine Coysevox, sculptor.
- October 10*  
 1880 The "Académie des Sciences" examines the "photophone" of Alexander Graham Bell.
- October 12*  
 1875 †J. B. Carpeaux, sculptor.  
 1892 †Ernest Renan, writer.
- October 13*  
 1869 †C. A. de Sainte-Beuve, critic.  
 1924 †"Anatole France," writer.
- October 14*  
 1806 Napoléon I wins at Iéna.
- October 15*  
 1810 Decree of Moscou organizing the Comédie Française.
- October 16*  
 1793 †Marie-Antoinette beheaded.
- October 17*  
 1785 Revocation of the Edict of Nantes.
- October 18*  
 1893 †Charles Gounod, composer.
- October 19*  
 1453 Charles VII in Bordeaux. End of 100 years' war.
- October 20*  
 1854 \*Arthur Rimbaud, poet.
- October 21*  
 1790 \*Alphonse de Lamartine, poet.
- October 22*  
 1844 \*Sarah Bernhardt, actress.
- October 23*  
 1872 †Théophile Gautier, writer.
- October 24*  
 1648 Peace of Saint-Germain ends the Barricades.
- October 25*  
 1818 \*C. Leconte de Lisle, poet.  
 1827 \*Marcelin Berthelot, chemist.  
 1838 \*Georges Bizet, composer.  
 1889 †Emile Augier, dramatist.
- October 26*  
 1759 \*G. J. Danton, statesman.  
 1795 Last meeting of the "Convention."
- October 27*  
 1795 The Directoire organized.
- October 28*  
 1886 Unveiling of the Statue of Liberty in New York harbor, the gift of France.
- October 29*  
 1530 Collège de France inaugurated.
- October 30*  
 1872 \*Paul Valéry, poet.
- October 31*  
 1793 Twenty Girondin deputies beheaded.
- November 1* La Toussaint.  
 1636 \*Nicolas Boileau, critic.
- November 2* Jour des Morts.  
 1857 \*Paul Hervieu, writer.
- November 4*  
 1856 †Paul Delaroche, painter.  
 1924 †Gabriel Fauré, composer.
- November 6*  
 1700 Duke of Anjou becomes Philippe VI, king of Spain.
- November 7*  
 1838 \*M. V. de l'Isle-Adam, writer.  
 1867 \*Marie Curie, physicist.

*November 8*

- 1793 Musée du Louvre open to the public.  
1890 †César Franck, composer.

*November 9*

- 1799 End of Directoire, "18 brumaire."

*November 10*

- 1838 †Hégésippe Moreau, poet.  
1891 †Arthur Rimbaud, poet.

*November 11*

- 1799 Consulat established.  
1805 Masséna wins at Tagliamento.

*November 13*

- 1805 Napoléon I enters Vienna.

*November 14*

- 1840 \*Auguste Rodin, sculptor.  
1840 \*Claude Monet, painter.  
1888 \*Pasteur Institute, Paris.

*November 15*

- 1787 †C. W. Gluck, composer.  
1876 \*Comtesse de Noailles, poetess.

*November 16*

- 1868 France and England sign a colonial treaty.

*November 17*

- 1747 †A. R. Le Sage, novelist.  
1917 †Auguste Rodin, sculptor.

*November 18*

- 1647 \*Pierre Bayle, writer.  
1876 †N. Diaz, painter.  
1922 †Marcel Proust, writer.

*November 19*

- 1665 †Nicolas Poussin, painter.  
1805 \*F. de Lesseps, engineer.

*November 20*

- 1869 \*Suez Canal formally opened.

*November 21*

- 1682 †Claude le Lorrain (Gelée), painter.  
1694 \*F. M. A. de Voltaire, writer.

*November 22* Ste Cécile, patron saint of musicians.*November 23*

- 1407 Louis d'Orléans assassinated by Jean sans Peur.  
1654 Conversion of Pascal.

*November 24*

- 1700 Philippe VI, grandson of Louis XIV, proclaimed king of Spain in Madrid.

*November 25* Ste Catherine.*November 26*

- 885 Paris besieged by the Normans.

*November 27*

- 1895 †A. Dumas (fils), dramatist.  
1916 †Emile Verhaeren, poet.

*November 28*

- 1812 Napoléon's troops cross the Berezina.

*November 29*

- 1825 Funeral of General Foy.

*November 30*

- 1825 \*W. Bouguereau, painter.

*December 1*

- 1852 Louis Napoléon becomes Emperor Napoléon III.  
1915 †Stuart Merrill, poet.

*December 2*

- 1723 †Duke of Orléans.  
1851 Coup d'Etat of Louis Napoléon.  
1868 \*Francis Jammes, poet.

*December 3*

- 1778 \*Mme Récamier.  
1918 †Edmond Rostand, dramatist.

*December 4*

- 1718 The Bank of Law becomes the Banque Royale.

*December 5*

- 1560 †François II, king of France.  
1870 †A. Dumas (père), writer.

*December 6* Saint Nicolas.*December 7*

- 1894 †F. de Lesseps, engineer.

*December 8*

1822 \*César Franck, composer.

*December 9*

1803 \*Hector Berlioz, composer.

*December 10*

1810 \*Alfred de Musset, poet.

*December 11*

1848 Louis Napoléon elected President of the Republic.

*December 12*

1821 \*Gustave Flaubert, novelist.

*December 14*

1553 \*Henri IV, king of France.

*December 15*

1832 \*A. G. Eiffel, engineer.

1841 Napoléon's remains placed in the Invalides.

*December 16*

1792 Decree exiling the Bourbons.

*December 17*

1830 \*Jules de Goncourt, writer.

1897 †Alphonse Daudet, writer.

*December 18*

1829 †J. B. Lamarck, naturalist.

*December 19*

1793 Bonaparte takes Toulon from the English.

*December 20*

1872 \*Camille Maclair, poet.

*December 21*

1639 \*Jean Racine, dramatist.

*December 22*

1867 †Théodore Rousseau, painter.

*December 23*

1804 \*C. A. de Sainte-Beuve, critic.

1872 †Théophile Gautier, writer.

*December 24*

1864 \*Henri de Régnier, poet.

*December 25 Noël.*

800 Charlemagne crowned emperor.

*December 26*

1853 \*René Bazin, writer.

*December 27*

1743 †Hyacinthe Rigaud, painter.

1822 \*Louis Pasteur, chemist.

*December 28*

1706 †Pierre Bayle, writer.

1923 †A. G. Eiffel, engineer.

*December 29*

1825 †Louis David, painter.

1872 \*Camille Maclair, poet.

1873 \*Ch. Guérin, poet.

1890 †Octave Feuillet, novelist.

*December 30*

1808 Napoléon gives Saint-Cyr to the military school.

*December 31*

1877 †Gustave Courbet, painter.

1882 †Léon Gambetta, statesman.

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## THE PROGRESS OF ESPERANTO SINCE THE WORLD WAR

THE progress of this international auxiliary language since the end of the World War and the advent of radio has been so great, in practically all fields of activity of an international nature, that I shall attempt to point it out only in the service of radio, commerce, science, travel, international organizations, world congresses, and education. Moreover, this article is to a large extent a compilation of facts gathered from leading Esperanto magazines\* and other sources, as well as on my three trips to Europe, where for obvious reasons the progress of Esperanto has been greatest. Although my main object in visiting Europe in 1922 and 1923 was to perfect myself in the practical use of French and Spanish, my attention was forcibly and repeatedly drawn to Esperanto, as for instance by the talk on Esperanto by the American delegate to the Esperanto Congress at Helsingfors, Finland, in 1922, and by a colleague in Cordova, Spain, who gave me the Manifest to the Teachers of the Whole World, which was issued at the General Session of the League of Nations in 1922, by educators from 28 countries with official delegation from 16 countries, and which recommends that Esperanto should be taught in all schools as the first foreign language for its practical, educational, and humanitarian value. This induced me to investigate the claims for Esperanto. Last summer I made another trip, but this time with and for Esperanto, as the official delegate of the Esperanto Association of North America to the 19th Universal Esperanto Congress at Danzig. This trip, with its third session of the Esperanto Summer University at Danzig, with its Esperantists' Convention at Berlin, with its Esperanto caravan from Berlin to Danzig, with its pilgrimage to Dr. Zamenhof's birthplace in Bialystok and to his tomb at Warsaw, Poland, and with its visits to Esperantists in numerous American and foreign cities, brought me in touch with over one thousand Esperantists from 34 countries and convinced me con-

\* *International Language*, published monthly since 1923 at 142 High Holborn, London, W.C.1.—*Esperanto*, official organ of the Universal Esperanto Association, published monthly in Esperanto since 1905, at 12 Boulevard du Théâtre, Genève.—*Amerika Esperantisto*, official organ of the Esperanto Association of North America, published monthly in English and Esperanto at 1001 Commerce Building, St. Paul, Minn.—*Heroldo de Esperanto*, a weekly, published in Esperanto, at Horrem bei Köln, Germany.

clusively of the practical usefulness and success of Esperanto as the second language for all nations and as an ideal language for the traveler.

Therefore I hope to be of service to every friend of progress by submitting herewith the results of my investigations into the progress of Esperanto during recent years.

*Esperanto in the Service of Radio.*—From the time when Radio-Telephony became a factor in modern civilization, it has been increasingly evident that its marvelous potentialities can only be fully developed in an international sense if the language barrier is broken down. It was therefore quite natural that Esperanto, which had already become the leading international auxiliary language before the World War, should have invaded this new realm, because it facilitates direct international intercourse between nations.

The first talk in Esperanto was broadcast in June, 1922, from Station WJZ, Newark, New Jersey, by James Denson Sayers, one of the leading pioneers of the Esperanto movement in America. In 1923 there were about a dozen transmissions from stations in America, England, Scotland, Canada, and Russia, in which Esperanto showed itself suitable for broadcasting. Consequently, more stations followed in 1924, when the same Mr. Sayers broadcast a talk in Esperanto over WOR, which was understood by an Esperantist in Tokio, Japan, at a distance of 9,000 miles. In August, 1924, the American Radio Relay League, the largest Radio organization in the world, after a two-years' survey of the international language situation, adopted Esperanto as its international language. During the Wireless Telephone Conference at Geneva, speeches were broadcast from the Geneva Station in English, French, German, Italian, Czech, Polish, Chinese, and Esperanto, and the delegates who listened in at the Radio Club (the majority of whom had no knowledge of Esperanto) agreed that Esperanto was the clearest and most easily audible of all.

In 1925 the First International Congress of Radio Amateurs in Paris studied the problem and adopted Esperanto as the auxiliary language of international radio-telephonic communications, of summaries or translations in periodicals and congresses, of radio-telegraphic communications, and as its own auxiliary language besides the national languages in use. The proceedings of this conference, however, were carried on in the old-fashioned polyglot way, while the

First Conference of the "Internacia Radio-Asocio," which took place at the same time, was carried on entirely in Esperanto.

In 1927, in Lausanne, the Conference of the International Radiophone Union, which represented all the important broadcasting stations of the world, unanimously accepted the resolution which "recommends Stations to endeavor to arrange regular transmissions in Esperanto once a week of from 10 to 15 minutes, in order to announce to listeners at a distance the chief points of their weekly program, and thus to make known events in the artistic, intellectual, or economic life of their nation, and to announce the name of their station in Esperanto once in each evening program." At the present time more than 40 stations of nearly 20 countries are broadcasting lessons or weekly talks in Esperanto, among them also station WLB under the auspices of the General Extension Division of the University of Minnesota.

Thus we see that Radio and Esperanto, ignoring all national frontiers, are rapidly turning our planet into one vast auditorium.

*Esperanto in the Service of Science, Commerce, and Travel.*—The progress of Esperanto in science, commerce, and travel is largely due to its support and promotion by the International Scientific Esperanto Association, by the French and Italian Associations for the Advancement of Science, by the French and Spanish Academies of Science, by the leading Chambers of Commerce, by more than 20 International Fairs, and by the International Conferences in Venice in 1923 and in Paris in 1925. In Venice over 200 commercial and touring organizations from 23 countries were represented, and the business was conducted throughout in Esperanto. At the World Congress of Chambers of Commerce, 226 chambers of commerce and commercial associations from 32 countries, and at the World Conference of Academies of Natural and Applied Sciences 112 scientific and technical societies were represented.

As early as 1921 the Paris Chamber of Commerce introduced Esperanto as an elective in its commercial schools, and at Dresden it was proclaimed as the international commercial language. The London Chamber of Commerce offers prizes to the value of £24/10 in connection with its Esperanto examinations.

Consequently, many firms, exporting houses, tourist organizations, and international fairs: Leipzig, Frankfort, Lyons, Paris, Basle, Padua, Lisbon, Barcelona, Breslau, Bordeaux, Vienna, Budapest,

Reichenburg, Malmoe, Riga, Prague, Helsingfors, are using Esperanto, especially in advertising and correspondence. The Leipzig Fair, for instance, publishes elaborate illustrated catalogs and sent out recently also a list of goods represented at the Fair. The Frankfort authorities state that Esperanto already holds fifth place in their correspondence and that they will publish very soon a dictionary containing not less than 10,000 manufacturing terms in six languages and Esperanto.

Also scientific and technical magazines are being published in Esperanto, like *Scienca Revuo*, for scientists, *Medicina Revuo*, for doctors, and the International Scientific Esperanto Association issues Esperanto Bulletins and a series of technical vocabularies, of which those for chemistry, mechanics, pharmaceuticals, botany, navigation, and radio are already available.

From the constantly growing list of technical magazines which contain articles in Esperanto the following may be mentioned: *Experimental Wireless*, which has for some time regularly published summaries of its articles in Esperanto; *Das scharfe Auge*, devoted to the study of diseases of the eye, which gives a full summary immediately following each article; *El Maestro Español*, of Madrid, a review for schoolmasters; the *Polytechnisch Weekblad* of the Dutch engineers; *Die Arbeiter-Zeitung aller Laender*, of Berlin; *Engineering Progress*, the official organ of the German Union of Technico-Scientific Associations, etc.

In this connection it may also be stated that the number of travel organizations publishing folders and guide-books in Esperanto is rapidly growing. The January number of *Esperanto* contains a picture showing about 50 guide-books, in the center of which is *Japanlando*, published by the Japanese Ministry of State Railways, Tokio.

The Swiss Federation of Railwaymen recommends Esperanto to its members, and the Directorate of Italian State Railways offers classes in it for railwaymen. Special privileges are granted to railway and postal officials in Czecho-Slovakia who know Esperanto, and a bonus of 25 florins is offered by the Hague Tramway Company to its officials for the acquisition of the Esperanto Diploma.

The use of Esperanto for placards and announcements to passengers on international trains in Czecho-Slovakia was ordered by a decree of March 21, 1927, and signs like "Oni parolas Esperanton" are beginning to appear on Dutch trains.



In Budapest, Bukharest, Lisbon, Madrid, Riga, Vienna, and other cities special classes for policemen are conducted, and those who speak Esperanto wear an Esperanto badge on the uniform.

But the greatest help to the traveling Esperantist comes through the free services of over 1500 Delegates of the Universal Esperanto Association, as well as through the friendship and hospitality of thousands of Esperantists and hundreds of Esperanto groups, which may be found already in all large cities and many towns all over the civilized world, and which make traveling a real pleasure. The enthusiastic account of trips through the Esperanto-World, like the one by Prof. Hazime Asada of the University of Nagasaki, Japan, who made a trip around the world with and for Esperanto in 1927, as well as my own article in *Esperanto in Amerika Esperantisto*, October, 1927, pp. 9-11, will prove this assertion.

*Esperanto in the Service of International Organizations and World Conferences.*—The increasing encouragement, support, and adoption of Esperanto by international organizations and world conferences can be easily accounted for by the growing need of such a language, since the national units are coming more and more into closer contact with one another through improved methods of communication and travel and in consequence of the giant strides that are being made in the conquest of the air by airship and plane, as well as by radio. Also the League of Nations has contributed a great deal to the progress of Esperanto. Thus, on September 21, 1922, the Third Assembly of the League of Nations unanimously accepted a report which showed conclusively that neither Latin nor a modern national language would be suitable as an international language and which recognized the superiority of the claims of Esperanto over all other projects. On September 20, 1924, the Fifth Assembly recommended Esperanto as a "clear language" in telegraphic and radio-telegraphic communications. As a result of this recommendation, as well as of a similar proposal by the French Government, the International Telegraphic Union added Esperanto to the list of "plain languages" for international telegraphy. This decision, which is in force since November 1, 1926, raises Esperanto from a mere code to the rank of a language, thus making Esperanto the only artificial language that has been recognized by the League of Nations and the Governments of the World.

The following international organizations are also promoting the

Esperanto movement: The World Union of International Associations, the International Young Men's Christian Association, the Catholic International League of Youth, the International Red Cross Society, the Bahai International Assemblies of the World, the International Women's Suffrage Alliance, the International Labor Office, the International Peace Bureau, and others.

The number of international Esperanto organizations using Esperanto in their correspondence and at their meetings is likewise steadily growing. Among them are those of aviators, bankers, blind people, boy scouts, Catholics, doctors, engineers, Freemasons, free-thinkers, lawyers, pacifists, philatelists, policemen, postal servants, railwaymen, stenographers, scientists, teachers, vegetarians, etc.

Since 1920, when the first post-war Universal Esperanto Congress took place at The Hague, the Universal Esperanto Association has held a world congress every year, as it did before the War from 1905 to 1914. As many as 3000 Delegates and Esperantists from over 40 countries have gathered at such a congress for a week of business and festivities, at which the general meetings, a score of sectional meetings, church services, and entertainments are held in Esperanto. The Twentieth Universal Esperanto Congress will meet this year in Antwerp, August 3-11. In addition, every national Esperanto association has its annual "Esperanto Kongreso" and hundreds of Esperanto clubs have their Esperanto meetings and programs.

However, other organizations are also beginning to use Esperanto in their international conferences. For instance, in the spring of 1927 the "Peace through the Schools" Congress in Prague was attended by 400 teachers and educators from 19 countries. Reports and speeches were at once verbally translated into Esperanto or made in Esperanto. This experiment was such a success that the thousand educators at the International Congress of Education at Lausanne, in 1927, decided to follow the example of the Prague Conference by using Esperanto at their next congress in Copenhagen in 1929. This year four such congresses, in which Esperanto will be the only language used for translation, are scheduled to be held, namely, the World Interreligious Congress for Peace, in The Hague, the International Catholic Congress, the World Youth Peace Conference in Holland, and an international anti-war congress in Le Locle.

*Esperanto in the Service of Education.*—As a result of the worldwide adoption of Esperanto and on account of its practical, educa-

tional, and humanitarian value, Esperanto is being studied and taught more and more. In Europe it is now taught extensively as an elective in hundreds of schools, from the elementary school to the University. In the Canton of Geneva, Switzerland, it is compulsory in the final year of the primary schools. Also on other continents it is steadily gaining ground. In the Orient, especially in Japan and China, Esperanto is taken up in a serious and business-like way. In Japan it is already a part of the official curriculum in about 40 towns as well as in the University of Tokio, and in China in the University of Peking and in the Peking Esperanto College, as well as in more than twenty universities all over the world. According to a recent report from Japan, the Esperanto course from the Tokio Broadcasting Station (JOAK) has been so popular that the textbook specially printed for the course (15,000 copies) is already sold out.

In the United States we have also made a start in the teaching of Esperanto, for courses in Esperanto have already been given in the following institutions: Columbia University, Boston University, Stanford University, Universities of Minnesota, Michigan, and Texas, Antioch College, Vassar College, Wellesley College, Cleveland College of the Western Reserve University, Montezuma Mountain High School, and many others. Last fall the first endowed Esperanto school was opened in Lithopolis, Ohio, by Mrs. Mabel Wagnalls-Jones.

The largest number of Esperanto students in America, however, learn the language in study groups under the guidance of some enthusiastic Esperantist or in classes under the auspices of an Esperanto club. Furthermore, it is now possible to study Esperanto by means of gramophone records, as well as by radio and through correspondence courses, like those offered by the General Extension Division of the University of Minnesota.

Esperanto teachers examinations are given by the Esperanto Institute of Germany under ministerial guidance, by the School Board of Vienna and of other cities, by government examiners in Czechoslovakia and other countries, as well as by Esperanto organizations. The Minister of Education of Finland has already granted a subsidy of 6000 marks for the formation of an Esperanto vacation course for teachers.

The newest departure in international education was inaugurated in 1925, when the first session of the Esperanto Summer University

was conducted in Geneva, Switzerland. The second session was held in Edinburgh in 1926, and the third in Danzig in 1927. At these sessions all lectures are delivered in Esperanto by professors from various universities of the world. For instance, in Geneva, Professor Pierre Bovet gave a course of lectures on new pedagogical methods and psycho-analysis, Dr. C. Baudouin lectured on Psychagogy, i.e., the art of self discipline, Dr. J. C. Flugel, of London University, on education, Dr. J. Dietterle on general linguistic science. In Danzig I heard lectures on long distance cables, magnetism, standardization of monetary systems, and Spanish folklore.

Since 1887, when Dr. Zamenhof published his *Lingvo Internacia* under the pseudonym Dr. Esperanto (meaning "one who is hoping"), an Esperanto literature of about 5000 works has developed including the translation of the entire Bible, which was dedicated in the Cathedral of Edinburgh in 1926, and of many Classics, as well as original works in Esperanto and a rapidly growing list of textbooks for the study and teaching of Esperanto. Every teacher will be interested to know that D. C. Heath and Company has already published a *Complete Grammar of Esperanto* and the writer of this article a "*Guide to Esperanto*," of which the revised second edition has just appeared and which is a short grammar and reader combined.

In addition, the number of magazines in Esperanto has increased to about 100, including the *Internacia Pedagogia Revuo*, which is the official organ of the World Association of Esperanto Teachers.

From the progress that Esperanto has made so far we may draw the conclusion that the day is coming when Esperanto will be taught in every secondary or higher school of every country as the first foreign language, and will become the second language for all the civilized nations.

F. A. HAMANN

*South Division High School  
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## Correspondence\*

To the Editor of THE MODERN LANGUAGE JOURNAL:

My review of Hagboldt's *Essentials of German Reviewed* seems to have produced in some readers an impression which I was far from intending to make and which I must ask to be allowed space to correct. I especially regret that my remark that the book is not absolutely free from slips in English and even in German idiom is made to appear more general than it should be by the omission from my article of the two or three such cases which occur. As a student of language I have always been interested in the question of how far anyone can become absolute master of the idiom of more than one language. I have never met such a person myself though I have been at some pains to investigate as many as possible of the cases of which we so often hear that "he speaks both languages" or "all three languages exactly like a native." I know by experience in my own case and in that of the many foreigners with whom my work has brought me into contact how strong is the influence of one idiom on another when both are in constant use and how much vigilance is needed to keep even one's mother tongue absolutely pure. Almost every grammar or book of composition shows traces of such cross influence. Mr. Hagboldt's book seemed to me unusually free from them, but I was interested to note a couple of slips even here.

It seems to me that my statements that "all the essentials of grammar are covered" in this book, and that "I know of no other book providing an equal amount of valuable material for rapid and interesting review work," also that I have adopted it for use in Vassar, furnish a sufficient answer to Mr. Balduf's general contentions in his letter of last month's JOURNAL and prove his "defense" of Mr. Hagbolt unnecessary. I should like, however, to draw his attention to the fact that my suggestions are not for more rules and explanations, but for more illustrative sentences, especially in connection with the grammar, of constructions which are peculiarly difficult for the English-speaking pupil, and that asking him to construct even thirty sentences like: "er hätte gestern mitgehen können" is not a substitute for giving two or three such sentences to serve him as models.

\* The Editors welcome short communications on topics of interest to teachers of modern foreign languages. Please send such items to the Managing Editor.

It is hard for any German to understand why we Americans find the modal auxiliaries so difficult and make such foolish mistakes in them. He forgets that in English all these verbs are defective and that for all past tenses we are driven to use such hybrid forms as "he could have gone yesterday," or "he would have been able to go yesterday," also, that, to make confusion worse confounded, we use our modals to supply the lost forms of the future and subjunctive. Therefore I think that a few more illustrative sentences on this subject are needed in the grammar and should be provided in the new edition which will undoubtedly soon be called for.

In regard to several of the points mentioned I realize that I was thinking only of the needs of students who have learned all their German in the class-room, while Mr. Hagboldt was considering more particularly those of the German-American, who brings with him a fairly large German vocabulary but generally incorrect habits in its use. I am sure that he will agree with me that both classes of students should be taken into account, as both will and should use this excellent book.

MARIAN P. WHITNEY

*Vassar College*

### Notes and News

**NOTE:** Readers will confer a favor on the Editor by calling his attention to matters suitable for inclusion in this department.

Changes in the personnel of Language Departments, developments in education affecting the modern languages, meetings of language teachers—these are of particular interest to our readers; but there are many other happenings of which language teachers would doubtless like to be informed. Please send all such communications to the Managing Editor.

#### OKLAHOMA MEETING

At Oklahoma City, February 10, 1928, the Modern Language Section of the Oklahoma Education Association held its annual meeting. Chairman, Stephen Scatori, University of Oklahoma. Program: "A Revaluation of Modern Language Aims and Methods," H. V. E. Palmblad, Phillips University; "The Universal Language," Wm. G. Schmidt, University of Oklahoma (not a talk on Esperanto, but a group of songs); "A Practical Knowledge of the Pronunciation of Spanish Consonants," A. A. Arnold, A. and M. College at Stillwater. Officers for the ensuing year: President H. V. E. Palmblad, Phillips University, Enid, Okla.; Secretary, Fannie A. Baker, Northeastern State Teachers College, Talequah, Okla.

A comprehensive course in the study of the drama will be given this year at the Summer Session of the Pennsylvania State

College. The course begins with lectures on the early Greek and Latin drama and follows the changes and developments through the Italian, French, German, Scandinavian, Russian, and English literatures. Members of all the language departments will cooperate in giving the course, and the Penn State Players and the Coburn Players will give a series of plays to illustrate the various phases discussed. It is planned to make this course valuable for all teachers of dramatic literature in any of the modern foreign languages, and for those who are interested in play producing. Such a course has met with great success at Oxford, and it is hoped that it will fill a need in this country.

A few copies of the book on **German sport**, "Amsterdam-Cologne," reviewed in this issue, are on hand in Mr. Handschin's office and may be had for the postage.

**The study of Spanish and Portuguese** is a special interest of the Pan American Union and its division of education, the chief of which is Miss Heloise Brainerd. The Bulletin issued by the Union published in its January number an article on the "Need for the Study of Portuguese in the United States" by J. de Siqueira Coutinho; this is now reprinted and may be had by writing to the Pan American Union, Washington, D.C. In its March number the Bulletin will have an article on summer schools of Spanish and Portuguese. Interested persons should write for it. A further publication of the Union is "Latin America, Suggestions for Teachers"; this pamphlet, a revision of an earlier publication, is now in press.

The **Monatshefte** for February present an article on **German pronunciation** by M. W. Quadt, in which the writer, who is on leave of absence from the Prussian secondary school system, demands "Kenntnis der Hauptkennzeichen deutscher Dialekte." We cannot follow him in this, and indeed his entire discussion seems to us to ignore the fact that the majority of American teachers of high school German can afford neither the time nor the money for extended study in Germany. Another problem, however, is also raised by the discussion, which affects Spanish as well as German, and on which opinion is divided: what shall constitute the norm of pronunciation? Shall it be, for instance, Castilian Spanish, or a Latin-American variant? We have no ready answer to the question, but we believe that it would be highly desirable for teachers of Spanish to confer on the matter and formulate definite recommendations; similarly, if teachers of German should agree that for the teaching of pronunciation in America Viëtor's *Aussprachewörterbuch* is to be regarded as the standard, we believe this would be a very salutary solution for a situation that harbors more confusion than is generally realized.

A **new-type vocabulary test** that avoids some of the disadvantages critics have seen in the American Council and similar tests is set forth



in the October *Estudiante de Español*. The test consists of several parts, each employing a slightly different device: 1. students are to underline two Spanish words (out of four) that are synonymous; 2. they are to underline two antonyms; 3. having a certain Spanish word given, they are to underline one of four words that is most closely related to it; 5. they are to underline two words that are most closely related in thought. Device 4 is a true-false technique, which is now falling into disfavor, and number 7 also strikes us as ineffective. The others, however, have the advantage that they use only the foreign language, and that they neither set an erroneous model before the student nor compel him to write down the foreign word, whereby errors of orthography may easily jeopardize the score-ability of the test.

**Learn of the foreign school**, say many of our educational experts, and it is doubtless true that we can learn much from our colleagues across the water. Nevertheless, we need not despair of our own work, and it is comforting to read, in the Bulletin of High Points for January, the eulogistic remarks made about the New York high schools by Dr. Peter A. Silbermann, superintendent of schools in the city of Berlin, Germany. The extracts printed in the Bulletin contain no specific references to modern language instruction, but language teachers undoubtedly share in many of the general conditions favorably reviewed.

**Le jour de l'Alliance Française** is fully written up in the *Echo de la Fédération* for Jan.-Feb., 1928. As many of our readers know, the 6th of February was the 150th anniversary of the signing of the original Franco-American treaty, and a large number of societies, including all the eastern branches of the Federation, participated in the celebration of the occasion. About 600 guests were present at the banquet, which was held in the Waldorf-Astoria Hotel, New York, with William D. Guthrie acting as toast-master. Addresses were given by Nicholas Murray Butler, George W. Wickersham, Frank D. Pavey, president of the Federation, and Paul Claudel, the French Ambassador to the United States.

**Medici family records contained in 98 MSS** have been presented to Harvard by H. G. Selfridge. This important gift is part of a collection offered for sale by the Marquis Cosimo de Medici and Averardo de Medici; these records are of the highest value to students of that period.

The **Institute of French Education at Penn State** College will be directed by Professor Fouguerey of Syracuse, N.Y. Full information may be had of the Summer Session office.

**Personalia\***

**Otakar Voadlo** is one of the foreign lecturers made available through the Institute of International Education. Mr. Voadlo is reader in Czechoslovak Literature at the University of London, and will give lectures in the Columbia Summer School for 1928 and be in this country during the coming academic year. Among his subjects are: The Place of the Czechoslovaks in the Slavonic Family; English and American Influences in Czech Literature; Four Modern Dramatists: Ibsen, Shaw, Chekhov, and Capek.

**Mary Jenkinson**, A.M., University of Kansas, 1924, is now instructor in Spanish there, after two years as head of the modern languages department of the Fort Scott Junior College.

**Fernand Baldensperger**, who holds the chair of comparative literature at the University of Paris, will teach at Stanford University during the summer quarter of 1928. He will give one course in English on "Problems and Methods in Comparative Literature"; two courses in French, one on Balzac and the other dealing with the post-war literature of France; and will conduct special seminary work on Balzac. Professor Baldensperger is not only a recognized authority in the field of comparative literature, but is well known as the author of works on Balzac, Goethe in France, and the literary history of France.

**Roland Lebel**, who is a French *docteur ès lettres*, and who obtained the colonial literature prize in 1926 for his doctorate thesis, has been appointed to a professorship in French literature at Hunter College, and is now in New York. Having resided for six years in Morocco, he is well equipped to give addresses on the subject, and will be available for lectures (in French) as follows: 1. Le Maroc touristique (les villes et le bled). 2. Le Maroc dans la littérature française (avec lectures). 3. Le Maroc et les voyageurs anglais. 4. La Littérature coloniale française.

Mlle **Louise Dulieu** is available for lectures (through the Fédération de l'Alliance Française) on the following subjects: 1. L'oeuvre du grand chroniqueur J. Froissart, vue à travers les aventures de sa vie. 2. La peinture Française au XVIII<sup>e</sup> siècle. J. A. Watteau, inspirateur de l'école indépendant du XVIII<sup>e</sup> siècle qui, par ses qualités de gaieté aimable et gracieuse, reflète le mieux l'esprit et le caractère français (20 projections). 3. La sculpture au XIX<sup>e</sup> siècle. La vie et l'oeuvre du sculpteur J. B. Carpeaux, avec des anecdotes recueillies dans sa ville natal, c'est-à-dire Valenciennes (26 projections).

\* These personal items are hard to get, but often of wide interest. Readers will confer a favor by informing the Managing Editor of new appointments, transfers, publications (not textbooks), and the like.

4. La ville de Valenciennes—son histoire et ses coutumes—ses nombreuses industries—ses monuments—la fabrications de la dentelle—ses nombreuses artistes (24 projections). 5. La curieuse ville de Rocamadour et ses environs: La grotte de Presques et le puits de Padirac (30 projections). 6. Les paysages de Paris—Les divers aspects de Paris—Statues—Monuments (40 projections).

**Hugo Rennert**, lately deceased, is the subject of an "appreciation" by J. P. Wickersham Crawford in the *Pennsylvania Bulletin* for February.

**Paul Hazard** of the Collège de France will teach at the Chicago University Summer School this year.

**Irving L. Foster**, head of the department of Romance Languages, Pennsylvania State College, is on leave of absence for the current semester, and will spend most of his time in France and Spain.

**G. B. Roessing**, M.A. Harvard 1927, is instructor in Romance Languages at Pennsylvania State College.

**Louis Cazamian**, professor of English language and literature at the Sorbonne, has been appointed visiting French professor of English at Columbia University for the year 1928-29. So far as we know, this is the first instance in which a university position in English has been filled from a foreign land, but we think the experiment—if it is so conceived—well worth making, and shall be interested in the results.

**Charles F. Kroeh**, for many years professor and head of the department of modern languages at Stevens Institute of Technology, Hoboken, N.J., died on the 3rd of February at the age of 81. Professor Kroeh was the last of the original faculty of the Institute, which was established in 1871. He had resigned from active duty last August, and we commented on the fact in the *JOURNAL* for December, 1927.

### Foreign Notes

**Mexican books and art-objects**, gathered into an official collection by order of President Calles, have been delivered to the Mexican Embassy in Berlin, for transfer to the Mexican Library, formerly attached to the University of Marburg but now in Berlin. This action was suggested, we are informed, by the fact that the Argentinian scientist Quesada donated a large library to the Prussian government. This seems to us an admirable method of disseminating knowledge of and sympathy for a national culture. Why should there not be specific repositories of the various important foreign civilizations in this country, to serve in the gradual international education of the American people?

**Molière is prohibited in Japan**, we read in an exchange, and the reasons are interesting. The censors make the following points: 1. Molière often makes light of parental authority. 2. In conflicts involving family life, he takes the part of youth, holds elders up to ridicule, and boldly advocates the emancipation of women. 3. Disrespectful of the social hierarchy, he brings upon the stage domestic servants who speak of their masters with effrontery. 4. He mocks frequently—and with infinite wit—at men of learning. For these good and sufficient reasons the comedies of Molière may neither be translated nor performed in Japan.

**The scientific bases of modern language learning**, about the absence of our knowledge of which Harold Palmer was quite emphatic when he wrote his first book, are the subject of a steadily increasing body of pedagogical literature. Practical experiments on a large scale are still few and far between, but the last years have at least seen the creation of the measuring tools (standardized tests) by means of which certain types of progress in language mastery can be gauged, and it may be confidently expected that the experiments will follow. As a sign of the times, meanwhile, we note an Easter vacation course announced at the University of Manchester, England, for teachers of modern languages. The general subject will be: "The Pedagogy and Psychology of Modern Language Learning," and the course will be conducted by J. J. Findlay. The plan is rather novel in one respect: the teachers are to revert to the status of learners by undergoing instruction in Esperanto (presumably hitherto foreign to them), and thus have the opportunity of observing their own behavior in learning.

**Two international conferences** of interest to language teachers will be held this spring: one, on the psychological and educational problems connected with bilingualism, will be held at Luxemburg from April 2-5. Doubtless the conference will consider those cases where children who speak one language in their homes are given school instruction in a different one, a real problem in many parts of our own country, with its extensive immigrant element. The other is the first International Congress on Linguistics, and is to be held at The Hague, April 10-13.

**Language teachers of pacifist leanings** will also be interested in the World Youth Peace Congress which is to be held at Eerde in Holland, August 17-26, 1928. Of the 500 delegates who are expected to attend, about 100 will come from the Americas.

**The Ibsen centennial** was celebrated in March with extensive ceremonies. Beginning at Skien, where the great dramatist was born on March 20, 1828, the celebration was continued at Oslo from March 14 to 20, closing at Bergen on March 25. One of the American participants in the celebration is O. E. Rolvaag, professor of Norwegian Literature at St. Olaf College, Northfield, Minn., and

himself the author of a number of Norwegian novels of American life, which he has translated into English with the aid of Lincoln Colcord.

**Guatemala** is soon to have a new **national university**, we read in the *Boletín de la Unión Panamericana*. According to the announced plan, it was to open its doors on the 15th of January of the present year.

The **Bagutta prize** of 5,000 lire has been awarded to G. B. Angioletti for his novel entitled "Il giorno del giudizio" (The day of judgment). Angioletti is a young man, not yet thirty, and this is only his second book, but the award seems to have been favorably received. The prize is awarded by a group of young Milanese who convene in the café after which the prize is named.

The **Italian poetry prize** established by the Accademia Mondadovi in Milan has been awarded to Vincenzo Gerace for "La Fontana nella Foresta." Gerace is the author of a good novel, "La Grazia," published in 1911, and a work of literary criticism, "La tradizione e la moderna barbarie."

The **fiction prize** of the Accademia Mondadovi went to Francesco Chiesa for "Villadorna," a novel of Ticino, his home land, and to Francesco A. Parry of Calabria for his novel "The Emigrants."

The **Jules Verne prize** was awarded for 1928 to Gaston Pastre for his book "Le Secret des Sables" (The secret of the sands), a novel of the regions beyond the Sahara desert.

The **Julius Reich Foundation** of Vienna has awarded prizes for 1927 to Ernst Fischer and Max Fleischer, both poet-dramatists of Vienna, and to the poetess Paula Ludwig of Berlin.

The **Literature prize** of the Goethe Society of Württemberg, amounting to 1,000 marks, was awarded to Hans Heinrich Ehrler for his new book of poetry.

**Minister Herriot's proposal** to make secondary education free in France has stirred up much agitation and is regarded by some as a blow at clerical influence. Others fear a lowering of the educational standard, which will probably, in all candor, be conceded. On the other hand, it appears that there are only 150,000 pupils enrolled in French secondary schools, which seems a small figure for a nation of 40,000,000.

The death of **Vicente Blasco Ibañez** at Menton, France, January 28, 1928, takes from the literary scene one of the most discussed authors of recent times, and Spain's most prominent author, if not her greatest literary artist. While his later and more sensational books brought him the greatest fame, critics are agreed that his more enduring reputation is likely to be based on his earlier studies of Valencian life.

### Among the Periodicals

The **Monatshefte** for February contain several interesting contributions. The article on German pronunciation is commented on in our Notes and News. L. L. Haedicke writes interestingly on "Fremdwörter, die keine sind," i.e., Germanic words that have been adopted by other languages and then have returned to German in a modified form. Martha Schreiber, who is librarian of the newly formed Interscholastic Federation of German Clubs, and who has been endeavoring to found a Service Bureau for other than school clubs interested in German, writes on "Die deutsche Spielbewegung und ihre Bedeutung für uns," giving numerous bibliographical references in her footnotes. B. Q. Morgan reviews sympathetically the most recent translation of Goethe's "Faust" into English, that of the veteran Canadian educator, Professor W. H. Van der Smisen.

**El Estudiante de Español** for February devotes especial attention to Cuba, giving a number of short articles on various phases of Cuban history and life, with good illustrations.

The **Romance Language Bulletin** of the University of North Carolina, edited by W. M. Dey and S. E. Leavitt, is the latest of the state bulletins to come to our attention, and Vol. 1, No. 1, is dated February, 1928. The bulletin is printed in four columns on one side of a large sheet, and contains a variety of news notes, personals, and brief contributions. We greet the new-comer with pleasure, and wish it all success; but we hope that in time the word "modern" will replace "romance" in the title. The Bulletin is sent gratis to teachers of the state, like the Wisconsin bulletin, and this also seems to us a very desirable feature. We hope that other states will take notice and seek to establish similar organs. Their possibilities for helpfulness are very great indeed.

**Rojo y Oro** is the title of a high school publication which displays uncommon tenacity of life—it is now completing No. 4 of its third volume—and we suspect the influence of some inspiring personality in the school faculty: for it may be said of most successful enterprises of this kind, "Cherchez l'homme," whereby we do not mean to ignore the female of the species. It is published "por los estudiantes de español de la James Monroe High School," New York.

The **Bulletin of the Kansas Modern Languages Association** is now in its second year, and seems to be well established. It is still issued in mimeographed form, and we hope that in time it will be found possible to print it: perhaps the State University might be induced to adopt the lusty infant. The Kansas bulletin is edited by Miss Lillian Dudley, and presents not only the customary brief items of information, but also entire or abridged articles deriving

largely from pedagogical meetings held in the state. The February number contains the following major items: "The Weakest Spot," by Samuel J. Pease and Mary Martin, both of the Kansas State Teachers College at Pittsburg; "Las Ventajas Profesionales de un Verano en Mejico," by Beulah Altman, College of Emporia; "The Origin of the Drama," by Maximilian Rudwin of Baker University.

**Le Petit Journal** for Feb. 15 contains a good brief article on "M. Briand et l'oeuvre de paix," with a photograph of M. Briand and one of the League of Nations being addressed by him.

**Hispania** for February contains two articles of general interest: a "Bibliography of Medina," compiled by Alfred Coester, and a scholarly discussion of "The Use of Adjectives by the Spanish Mystics," by Wilfred A. Beardsley. Other articles are: "Las Mujeres de *La Araucana* de Ercilla," by J. T. Medina; "The Sonnet in the Golden Age Drama of Spain," by Lucile K. Delano. This number also contains excellent brief digests of current articles on modern language teaching under the caption: "Pedagogical Journals."

The **Modern Languages Forum** continues to be the most imposing of the state publications, as its state is one of the most flourishing. The January number contains a number of valuable items: E. C. Hills, fresh from a sojourn in Europe, discusses "Modern Language Instruction in Europe and America," Florence M. Bertine examines "Means of Predicting Success in First Year College Foreign Language Work," Walter M. May writes on "Trends in Teaching Modern Foreign Language," concluding, "the outstanding developments of teaching modern foreign languages seem to include greater clarification of objectives based upon objective data, increased emphasis upon a procedure that will produce real reading power, and greater utilization of standard and informal tests to determine group progress and to diagnose individual differences as a basis for remedial treatment." Michele Renzulli writes briefly of Clarice Tartufari, a leading novelist of present-day Italy. H. A. Nordahl, under the title "Sales Devices," gives suggestions as to methods by which students can have their attention called to the advantages of language study and so be induced to elect them.

**El Eco** for Feb. 15 has a biographical sketch of the Spanish writer Mariano José de Larra, born in March, 1809, and prematurely deceased in 1837. The same periodical for March 1 has a plea for Spanish as an international language, with the usual array of names showing how many different nations now speak Spanish.

The **Pennsylvania Bulletin**, while not as ambitious as its California rival, far outdoes the latter in the volume and variety of its news notes.

The **Romanic Review** for October-December, 1927, has a significant article by Professor de Onis on "The Co-ordination of the Study of French with that of the other Romance Languages."



**L'Illustration** for December 31 prints, apropos of the centenary of the Spanish painter Goya, an account of the circumstances surrounding his death in 1827, together with the fact that when his body was exhumed in 1888 it was discovered that his head had disappeared. It is not inappropriate, comments an exchange, that such a fate should have happened to a painter who took such delight in representing the gruesome and morbid.

**School and Society** for February 18 prints an article on "The Place of Modern Foreign Languages in the American High School" by B. Q. Morgan. This paper has been read before modern language teachers in Iowa, Indiana, and Minnesota, and the writer has been repeatedly assured that it represents such a statement of our case as should be brought to the attention of superintendents, principals, and other educational authorities. The article attempts to set forth, soberly but forcefully, the contributions which the study of foreign language has to make to secondary school education in the United States, and concludes: "In defending our subject as a legitimate part of the high school curriculum, language teachers may justly feel that they are not only serving the best interests of the secondary schools, as well as of the pupils enrolled in them, but also of the nation in whose life those pupils are being prepared to participate."

The **Wisconsin Bulletin**, edited capably and faithfully by Miss Laura Johnson, continues its unspectacular but useful career. In the February number, we note "A Plea for Phonetics" by Louis C. Baker of Lawrence College, and "How German Staged a Come-back at Roosevelt High School" by Mrs. Selma Gryce of Minneapolis, who offers a number of practical suggestions for the vivifying of the instruction and the promotion of extra-curricular activities.

**Les Nouvelles littéraires** is an excellent French weekly for those who wish to keep in touch with the foreign book world, for it covers not only France but other countries as well.

The **Educational Review** for January has an article by James B. Taylor, "Why Study a Foreign Language?" Mr. Taylor's question is rhetorical: he believes in language study and in the direct method, and he fixes his attention chiefly on the benefits which the individual derives from such study.

The **Educational Record** for January has a significant evaluation of "The Junior Year Abroad: A Successful Experiment," by David A. Robertson. His facts and conclusions are based on three years of experience with the plan, and his favorable view of it doubtless means that more or less systematic attempts will be made to increase its scope. We hope these attempts will be crowned with abundant success, and are particularly anxious to see an increase in the endowments whereby students of ability but of limited means can be enabled to enjoy the advantages of such foreign study. Here is a field in which persons of wealth can influence profoundly the growing internationalization of the world.

**Education** for January prints an article by Henry W. Hetzel on "The International Language." Mr. Hetzel sings the praises of Esperanto in the usual manner.

**The Review of Reviews** for February features somewhat the desirability of closer understanding with our Romance-language neighbors; this of course particularly in connection with the recent Pan-American conference at Havana. There is a brief statement by Kent Cooper, the General Manager of the Associated Press, on "The Language of Friendship," and some extended editorial comment on the study of foreign language as a desideratum for the American citizen, with especial reference to the languages of our immediate neighbors, namely French and Spanish.

Other recent articles that might interest our readers are: "France," *Sat. R. Lit.* 4:81, Sept. 3, 1927; "Alpine highways that lead to Waterloo," by F. Miltoun, with illustrations, *Travel* 49:36, Sept., 1927; "Cooks' Tour to France," by George Rector, with illustrations, *Sat. Eve. P.* 200:20, Nov. 12, 1927; "Literary ancestry of Figaro," by E. Blom, *Mus. Q.* 13:528, October, 1927; "New novels by French women," by J. Charpentier, *Liv. Age* 333:52, July 1, 1927; "Sunshine and saints," by D. H. Moseley, *Cath. World* 126:311, Dec., 1927; "Spanish decadence from a new angle," by R. M. Sherin, *Cur. Hist.* 27:550, Jan., 1928; "South America's lost cities," by Roberto J. Payró, *Liv. Age*, Feb. 15, 1928.

### The Art of Translation

THE editors of the JOURNAL offer a prize of \$10 for the best translation of the following passage:

#### L'ESPRIT ET L'OEUVRE DE VOLTAIRE

Rien n'est plus difficile que de porter un jugement d'ensemble sur Voltaire. Il est tout pétri d'amour-propre; il en a de toutes les sortes: entêtement de ses idées vanité d'auteur, vanité de bourgeois enrichi et anobli. Il est tout nerfs, irritable, bilieux, rancunier, vindicatif, intéressé, menteur, flagorneur de toutes les puissances, à la fois impudent et servile, familier et plat. Mais ce même homme a aimé ses amis, même ceux qui le trahissaient, qui le volaient, comme ce parasite de Thieriot. La moitié de ses ennemis étaient ses obligés, ses *ingrats*. Intéressé comme il s'est montré souvent, il abandonnait sans cesse à ses amis, à ses libraires, à ses comédiens, à quelque pauvre hère, le produit de ses oeuvres. Jamais gueux de lettres ne trouva sa

bourse fermée. Il se fit le défenseur de toutes les causes justes, de tous les innocents que les institutions ou les hommes opprimaient. Amour du bruit, réclame de journaliste, je le veux bien: horreur physique du sang et de la souffrance, je le veux bien encore: mais il a aussi un vif sentiment de la justice, un réel instinct d'humanité, de bienfaisance, de générosité. Au fond, il y eut toujours en Voltaire un terrible gamin; il eut infiniment de légèreté, de malice. Il manqua de gravité, de décence, de respect d'autrui et de soi-même: qui donc en ce siècle avait souci d'embellir son être intérieur? qui donc n'était pas prêt à absoudre les actes *qui ne font de mal à personne, et font du bien à quelqu'un*, mensonges ou autres? Rousseau peut-être, et nul autre.

Il eut des lacunes aussi dans l'esprit. On a pu l'appeler la *perfection des idées communes*. Certaines grandes choses, les plus grandes peut-être, ont été hors de sa portée. Il n'eut pas la tête métaphysique; et le plus mauvais tour qu'on puisse lui jouer est d'exposer sa philosophie transcendente. Il n'avait pas le sens de la religion, le sens du mystère ou de l'infini. Il n'avait pas le sens de l'histoire, le don de vivre dans le passé et d'être en sympathie avec les générations lointaines. De là la misérable étroitesse de sa critique religieuse: il ne sut comprendre ni l'essence du christianisme, ni son rôle consolateur et civilisateur. Il n'avait pas l'imagination scientifique, l'ouverture de pensée qui forme ou qui embrasse les hypothèses fécondes, le détachement de soi qui fait accepter au savant tous les démentis, toutes les surprises des faits, et les plus incroyables résultats de l'expérience; il n'a pas senti suffisamment l'infinité de ses ignorances, et il a témérairement fixé les limites du possible. Il n'a pas eu le grand goût, le sens profond de l'art, de la poésie: il a eu des timidités d'écolier, des repugnances de petite-maitresse, devant la vraie nature et devant les maîtres qui l'ont rendue. Il n'a cru qu'à la raison: mais il a trop cru que ses habitudes, ses préjugés, ses partis pris étaient la forme universelle, éternelle de la raison.

GUSTAVE LANSON

*Conditions.* Translations must be typed on one side of the paper, signed with a pseudonym, and accompanied by a sealed envelope bearing the pseudonym as superscription and containing the translator's name and address. MSS must reach the Managing Editor not later than May 15. No MS will be returned, and the editors reserve the right to make no award.

B.Q.M.

## Reviews

Review Editors: for French, R. B. Michell, University of Wisconsin; for German, Peter Hagboldt, University of Chicago; for Spanish and Italian, H. G. Doyle, George Washington University.

WOOD, BEN D., *New York Experiments with New-Type Modern Language Tests*, Vol. 1, Publications of the American and Canadian Committees on Modern Languages, 1927, New York, the Macmillan Company, pp. xxii+339.

This extensive monograph is so completely filled with the new evidence and arguments on the comparative merits of the traditional and new-type or objective examinations that the reviewer is forced to eschew the ordinary eulogies and criticisms in order to conserve space for descriptive notices. The occasional and slight defects of the work are so infinitesimal in comparison with the fundamental contribution that to dwell upon them would be nothing short of pedantry.

The volume represents a series of extended investigations made possible by subventions from four sources: The Commonwealth Fund, the Carnegie Corporation, Columbia University and the Modern Foreign Language Study. Publication was made possible by the Modern Foreign Language Study.

Part I of the monograph summarizes a survey of modern language achievement in the junior high schools of New York City. Part II deals with the Regents experiments with new-type tests in French, Spanish, German, and physics. Part III presents the second survey of achievement in foreign languages in New York City junior high schools.

### PART I

In June, 1925, about 19,000 junior high school pupils were tested with an objective French test and about 6,500 pupils with a similar test in Spanish. There were 220-225 test items in each examination, requiring about 90 working minutes of time. The tests were in three parts: Part 1, 100 foreign language words followed by five English words from which the correct equivalent was to be selected (the foreign vocabulary being "mainly" from the 2,000 most frequent words of the language); Part 2, 60 graded statements in French (or Spanish) followed by five alternative endings (to measure reading comprehension); and Part 3, a 60-65 item grammar test consisting of short English sentences followed by incomplete French (or Spanish) translations which the pupil must finish. Part 3 was not quite objective; the other Parts were completely free from personal opinion

in scoring. The scoring was done by the teachers with a sampling check by the central office.

Chapter II presents the test results and norms for grades 8A and 9B and for special rapid advancement classes (which achieve four semesters' work in three semesters). Eliminations during modern foreign language study were somewhat greater for normal than for rapid advancement classes but "the most important fact in this connection is that some good modern language students are eliminated, and many hopeless failures are retained." The results by classes are presented by tables and by percentile curves. The reliability of the tests ran in the neighborhood of .97 for four 500-pupil samplings—a very high figure. Old-type reliabilities showed a central tendency of about .70, rarely rising to .80. The intercorrelation by Parts ranged from .70 to .89.

Chapter IV gives analyses of the validities of individual test items. The tests used are now published by the World Book Company under the title of the American Council Beta French and Spanish Tests. Pages 48-85 reproduce Form A of both tests, with data on the difficulty and goodness of each item in each test.

Chapter V presents a summary and recommendations. The outstanding conclusions reached are:

(1) New-type examinations allow a more comprehensive and valid sampling of abilities than do the older examinations.

(2) The danger of mechanizing language study by new-type tests is largely a myth, but, in truth, it would be most desirable if pupils should actually come to know the two or three thousand basic words of a foreign language.

(3) Curriculum reconstruction is dependent upon the use of good tests.

(4) Knowledge of students (through tests) is prerequisite to teaching them.

(5) Constructive usefulness is the only justification for tests and examinations.

## PART II

For June, 1925, the Regents examinations were of a two-fold character: first a 90-minute old-type examination; and, second, a 90-minute new-type test. The latter were given in the subjects of French, Spanish, German, and physics. The language tests were similar to those already described. The old-type examinations, it should be noted, are customarily administered as three one-hour examinations, i.e., one for each year of language study. The new-type examinations used covered first, second, and third years of language study.

Exclusive of physics, 31,025 students were tested, as follows: French, 20,716; Spanish, 8,033; and German, 2,276.

The median reliability of the old-type tests was about .71 with a range of from .41 to .79; for the new-type the range was .88 to .96 with a median of about .95. This results in an error of measurement roughly half as large for the new-type in comparison with the traditional Regents examinations. The validity of the new-type examination, although not directly measurable, was from several independent angles estimated to be rather higher than for the old-type tests.

Chapter III presents several conclusions of interest, viz:

(1) The validity of the ratings of old-type papers varies greatly from school to school.

(2) The validity of these ratings increases with the size of the school.

(3) When the papers are reviewed (as they are in part), the reviewers are influenced by the marks previously given by the schools.

(4) Failed and unclaimed papers are not reviewed.

Chapter IV is devoted to overlapping of achievement. The mortality rates for second, third, and fourth year students show certain irregularities difficult of explanation and not very reasonable. It is concluded that the Regents examinations do not equalize differences in school standards. It is suggested that the Regents examinations should be strengthened rather than curtailed or abandoned.

Chapter V gives full samples of the actual tests used (old and new). The old and new types are studied critically relative to the extensivity of the sampling of vocabularies and grammar. The new-type (by the criterion of the Henmon and Wood word counts) affords roughly twice as extensive a vocabulary sampling as the old-type. The new-type also presents a more defensible selection of vocabulary from the standpoint of the social utility theory. Another weakness of the old examinations is the lack of progression in difficulty of vocabulary and grammar from year to year of language study.

Chapter VI indicates that the cost of reading new-type papers does not exceed one-eighth that of the old examinations.

The final chapter of Part II can best be summarized by a short quotation. "The general conclusions from the data of this experiment are that the new-type examinations are roughly twice as reliable and valid as the old-type examinations of equal time allowance; that the new-type examinations afford comparable measures for all classes in a given subject matter in the same and in different years and thus offer a means of eliminating overlapping of classes and variations in local school standards to a much greater extent than they are eliminated by the old-type Regents examinations; and that the new-type examinations over a series of years will cost not more than 10 per cent as much as the old-type examinations, as administered and read by the College Entrance Board, cost." (Pp. 318-319.)

## PART III

In 1926, one year later than the testing described in Part 1, 18,870 junior high school pupils were given the American Council Beta French tests and 3,940 were given the Beta Spanish tests. This testing represented a second annual survey of language teaching in junior high schools of New York City.

The main conclusions reached were:

(1) There is little or no relation between the progress of classes composed of the same individual students in 1924-1925 and in 1925-1926.

(2) There is little or no relation between progress rates and degree of homogeneity of classes.

(3) The individual classroom situation is more potent in determining progress than any other influence that we can isolate.

(4) Achievement rates of individual students are apparently rather constant.

G. M. RUCH

*University of California*

BUSWELL, G. T.: *A Laboratory Study of the Reading of Modern Foreign Languages*, 100 pp. The Macmillan Co., 1927. Publications of the American and Canadian Committees on Modern Languages, Volume Two.

Due primarily to the influence of the Modern Language Study there has been a remarkable change for the better in the type of articles dealing with the modern languages. Until two years ago articles fulfilling the criteria of scientific judgments were almost non-existent in the modern language field. What was written was opinion, opinion of experts, it is true, but opinion none the less. Now we are reading articles and books which really mean something; they are impartial, precise, objective, subject to verification because the data upon which they are based are given, and they are made by those who have an acquaintance with quantitative method.

One of the best is this monograph by Buswell. He states his problem clearly; he describes the method, apparatus, subjects, and materials employed; he presents typical data relating to each part of the problem; he sets forth the limitations of the method; and on the basis of the data presented and on nothing else draws certain conclusions. It is a superior example of scientific research in the modern language field.

The aim of the investigation is to study the ways in which students read a foreign language. The problem is three-fold: (1) to ascertain the optimum age at which a student should begin the study of a foreign language (2) to study the effect of different methods of teaching upon progress in reading the language; and (3) a comparison of progress during a two-year period of students studying



French and students studying German. Differences in the process of reading four different languages: French, German, Spanish, and Latin were also studied in some detail.

The subjects consisted of students in the fourth and fifth grades, in the high school, in college, and a group of expert or mature readers in the various languages. The median group of I.Q.'s ranged between 114 and 124, a fair sampling of the schools studied, though manifestly they would rank as superior in a country-wide distribution. One hundred ninety-two different individuals were used in the investigation; twenty-five from the elementary school, sixty-five from the high school, eighty-four from the college, and eighteen were adults who were mature or expert readers of the language studied.

The method used consisted in photographing the eye movements of the students as they read. It is a process which the author has used in other reading investigations, so is quite well known among educational psychologists. The author describes it as follows:

The method consists of photographing a beam of light from a tungsten bulb reflected first to the cornea of the eye from silvered glass mirrors and then from the cornea through a camera lens to a moving kinetoscope film. The direction of the pencil of light is changed with each movement of the eye. While the subject reads, a photograph is made which records the horizontal movements of the eye as a sharply focused line upon the film. An electrically driven tuning fork, with a vibration rate of twenty-five per second is mounted in the path of the beam of light in such a manner that the beam of light is intercepted at each vibration. These vibrations produce on the film a series of dots rather than a solid line, each dot representing exactly one twenty-fifth of a second. Since the film moves continuously in a vertical direction, the record shows a vertical line of dots while the eye is fixated in a single position and a short horizontal or oblique line when the eye is in motion in a horizontal direction. Vertical movements of the eyes are lost. The method makes possible an accurate record showing the position and duration of each fixation of the eye while the subject reads. . . . An index of the degree of comprehension was obtained by securing answers to questions on those paragraphs which were standardized and by securing reproductions on a dictaphone for other paragraphs.

These subjects read selected materials in French, German, Spanish, or Latin, as the case might be, and also a selection in English for a basis of comparison. The selections were graded as to difficulty as can be seen by the examples presented in the monograph. The number of photographic records varies from one to six for each subject, a total of 601 different records being secured.

The value of such a study is predicated upon the supposition that eye movements are symptoms of the manner in which one reads and that reading is essentially a central thought process of fusing words and phrases into larger thought units, a process of comprehending



meaning. If this is so, the significance of these records is that they furnish objective evidence of the character of the thought process.

The writer realizes, however, that a record of eye movements alone is not a test of comprehension, and that the degree of comprehension must be known before interpreting the photographic records. From the comments on the plates, figures, and tables it is clear that comprehension was tested, though no clear statement as to how this was done is made except in one case. Since the chief characteristic of those who read without comprehension is a tendency to skim over the lines without an adequate examination of the material, the number of fixation pauses, regressive movements, and the length of fixation pauses of those who merely scan and not really comprehend and of those who really do comprehend may resemble each other. So, in interpreting the data one must check the degree of comprehension in each case or the data do not convey their full meaning. The author distinctly states that his problem is to study the ways in which students *read* a foreign language, and his understanding of the term evidently excludes *comprehension* as a different problem not lying within the scope of his investigation. For the person interested in the application of the findings to actual modern language problems, however, a study of how students comprehend in reading would have aided in presenting a complete picture.

The data presented consist of forty-two plates illustrating the type of reading done by the various subjects, and fifteen figures presenting the data accumulated as a result of the total number of plates. The running comments accompanying the plates present a vivid and easily comprehensible picture of what actually goes on in the matter of eye movements as the subjects read. An extreme example was that of John, a high school student who had studied French for twelve weeks, and Miss B., a graduate student who had studied French for seven years, had spent some time in France, and had taught French. John, in reading orally an easy paragraph, read at the rate of 54 words per minute, with 21.5 fixations per line, and an average of 7.3 backward movements per line. He devoted so much time to pronunciation that he failed to comprehend what he had read. Miss B., on the other hand, read at the rate of 276 words per minute, averaged only 7 fixations per line, and made but one regressive movement. John recognized a very small amount of material at each fixation, yet required an average of 11.9 twenty-fifths of a second per fixation to get it. Miss B. recognized a much larger unit in an average fixation time of 7.7 twenty-fifths of a second. It corresponds to the difference between adult reading in English and a very immature first grader.

The major conclusions reached are highly important in the teaching of foreign languages. In all cases, however, they must be accepted as final only as the number of individuals tested may be con-

sidered typical of all language students. If they are typical, there is no noticeable difference between students who begin the study of a language in high school and those who begin it in college so far as the reading adaptation resulting from two years' study is concerned. But children who begin in the elementary school are appreciably below the level of reading maturity of the other two groups at the end of two years. It is to be regretted that students in the junior high school were not included, so that light might have been thrown on the advisability of offering modern languages in grades seven and eight.

If the "direct method" is understood to mean any method which teaches by the direct association of foreign symbols with their meaning without the intermediary use of English, his second main conclusion settles the controversy as to method so far as reading is concerned. There is no doubt from the evidence presented that the direct method is superior to the traditional grammar-translation method. Students taught by this method are seen to attain in two years' study the fundamental habits which are characteristic of good readers. The others do not.

His third general conclusion is that there is no apparent difference in difficulty in the reading of French, German, or Spanish when these languages are studied under similar methods and conditions. During equal periods of time approximately equal degrees of maturity are reached in each of the three. It seems, however, from the data presented that two years of studying Latin produce less mature reading habits than in the case of the others.

The last conclusion is that in no case did the median student in a second year group approach closely the maturity of reading habits exhibited by expert readers. Certain individuals in the groups studied did reach this degree of maturity at the end of two years. However, the reading habits of the groups as a whole fall below those of the expert readers by an amount estimated at about a year of additional study, the term expert being taken to mean that the individuals concerned have made a complete adaptation to the demands of ordinary reading material.

The author concludes by pointing out the fact that as an educational psychologist and employing the technique described he secured the data presented. He intentionally does not apply the facts.

What are some of the applications? The data would seem in the first place to throw some light on the aims to be adopted in modern language teaching. If with a superior group of pupils in comparison with all those studying the language throughout the country and with reading as the main objective in many of the cases, the average pupils are still a year away from the performance of good readers, it would seem evident that objectives other than reading should be minimized in a two-year course.

Since certain individuals did acquire a satisfactory reading adaptation in two years, it would seem further that if two years is to be the standard course in our schools, care should be taken in the selection of those who are allowed to study foreign languages, either on the basis of intelligence or prognosis tests. The only alternative, if the less fit are to study modern languages, is to lengthen the course to three years or admit that we cannot even teach pupils to read satisfactorily in two years, to say nothing of the other objectives.

On the basis of the data presented the tendency to push the modern languages down into the lower grades is wrong except as an exploratory course in the junior high school. Two years of work in the junior high school may be equivalent to one year in the high school, but the present idea of two years in the high school being equivalent to one year in college is not justified by the evidence.

Any tendency to encourage inferior students to study Spanish is not justified. The evidence points clearly to the fact that it is not easier than German or French.

The above inferences are only some that occur as a result of reading the monograph. Before a final answer is given, however, further verification is needed of the truth of the conclusions reached and of the correlation between the ability to comprehend and the maturity of reading habits. In comparison with the vast number of students at present studying foreign languages the number of subjects used is extremely small, and it is doubtful whether the schools are typical. The results may be accepted as more accurate than usual, though, since the number of cases is larger than in the usual laboratory study. Moreover, instead of presenting a large number of statistics and applying general averages to individual cases or groups, the author has made case studies, presenting the results for experts in the field to utilize. The fact that each case is followed up at six-week intervals over a considerable period of time makes the data obtained from even this small number of cases more valuable than would be a number of photographs of individual cases from which averages are drawn. One may say that the strong probability is that the same results would be obtained by repeating the same experiment on the same or a larger scale, but before the conclusions are accepted as final it should be repeated.

The author is to be congratulated on the quality of his work. It is one of the best investigations made in connection with the Modern Foreign Language Study. Not only does he throw light on several of the disputed points of language teaching, but his work cannot be commended too highly as an example of the procedure to be followed in educational research.

ROBERT D. COLE

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LABICHE ET MARTIN: *Le Voyage de M. Perrichon*. Edited with notes, exercises, and vocabulary by Ralph W. Haller, 188 pp. Globe Book Company, New York, 1927.

"*Le Voyage de Monsieur Perrichon* is probably more widely read than any other French comedy," says the editor in his preface. "The present edition is offered in the hope that the features of the appended exercises will be an added attraction to an already popular text." This little farce is indeed highly popular as an elementary French text. New editions embodying fuller and more modern exercises for oral and written drill are always in order. Unfortunately the exercises form a major portion of the book, at the expense of introduction, illustrations, and (almost wholly) of notes. The lack of introduction and illustrations in a modern test book is regrettable. No class is too elementary to know something of the literary background of a book, and of the period which it interprets, and illustrations have become an almost indispensable device for stimulating oral composition.

There are eleven groups of exercises, each divided into: 1. *Locutions* (usually involving common idioms found in the text); 2. *Revue grammaticale*; 3. Drill on the preceding two; 4. *Étude de mots* (usually idioms, explained in English, with other expressions related by thought or construction); 5. English sentences, involving (4), to be translated into French; 6. Verb drill (prescribed forms to be written); 7. Common words or expressions, for which the contrary is to be given; 8. Questions in French, based on the text and preceding exercises; 9. Synonyms (for memorizing), with reference to page and line of the text; 10. Skeleton French outlines, for composition, and also suggested topics for free composition. This outline is not invariable, but it serves to give a fair idea of the nature and purpose of the exercises. Nowhere are there any indications, phonetic or otherwise, about the pronunciation of any word.

The editor is obviously at pains to please all factions with exercises of such divergent tendencies. From such an abundance of material any teacher should be able to choose exercises to suit his individual method and program. The ideas underlying the various drills are sound. The stress put on idioms and verbs and the use of synonyms and antonyms to develop vocabulary are excellent features.

The principles underlying this material are acceptable enough, but in the explanations of grammar, in the *Études de Mots*, and especially in French questions and *Synonymes*, the editor is frequently at fault as regards French grammar and the best usage. *A l'âge de 24*, (p. 98), is better expressed by *à vingt-quatre ans*. On page 122 *plutôt* is used where *plus tôt* is obviously required. *Dites dans vos propres mots* (p. 116 and *passim*) is not good usage. *Une voiture pour cinq* (p. 119) is not heard, and should be expressed by

*Une voiture à cinq places. Répondez dans des phrases complètes aux questions suivantes* (p. 89 and *passim*) is poor French. *Répondez aux questions suivantes par des phrases complètes* is a better formula. In treating the verb *approcher* (p. 109) the editor tells us: "*Approcher de*, a transitive verb = to draw near." And for an example, he gives us, "*J'ai approché la chaise du feu*"! The list could be continued almost indefinitely, but these citations will suffice.

The practice of replacing notes by synonyms with page and line reference is to be questioned. The dual purpose of providing both synonyms and explanatory notes is assumed by these lists. Unusual terms, or common terms in unusual meanings are thus listed as synonyms when they are often far from being such. *Le convoi* is obsolescent in the meaning of *le train* (p. 101). *Se faire nourrir* is not synonymous with *accepter la nourriture* (p. 106), although it explains the reference. Perrichon's experience with a strong cigar is resumed by Labiche: *Ça ne lui a pas réussi*. For his synonym, the editor gives *Il n'a pas réussi à fumer* (p. 107). *Se faire du bien* does not mean *se sentir mieux* (p. 107). The famous *dévergondage grammatical* is perhaps explained as *erreur extrême*, but one may doubt the utility of the pupil's memorizing them as "synonyms." These and similar unhappy attempts at synonyms vitiate the potential value of this pedagogical device.

The editor is, I think, unwise in suppressing three-fourths of the notes found in previous editions. A few of the more common idioms may be found in the vocabulary, and nearly all others are explained in the lists of *synonymes*. The average high school student will probably not care to look in so many places for the explanations; college classes, making little or no use of the exercises, will surely find the book unsatisfactory for this reason.

The mechanical composition of the book is extremely poor. An examination of ten pages chosen at random from the exercises revealed fifteen typographical errors. The same standard seems to prevail in the notes and vocabulary. The repeated occurrence of such errors as *toute à l'heure* and *s'adresser* is really inexcusable.

As a whole, the book is quite unsatisfactory. The ideas underlying most of the exercises are worthy, but their execution does not reach the standard maintained by our average classroom texts.

ELTON HOCKING

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MORITZ LEVI: *Reading, Writing and Speaking French*, edited with notes, exercises and vocabulary. Holt, 1927; xviii+344 pp.

Intended primarily as an elementary reading and drill book for first year work, this text should prove unusually successful in effecting the transition from grammar to reading, and in accelerating the student's assimilation of idioms, vocabulary, and grammatical prin-

ciples. The quantity of easy and varied reading material, comprising about 130 pages of anecdotes, fairy tales, dialogues, letters, stories, historical selections, fables, and poems, recommends the book as an elementary reader, even should the teacher plan to omit the accompanying exercises. The tests selected are lively and interesting enough to avoid antagonizing even the more mature student who frequently loses interest on account of the childishness of the subject matter given him. The notes are full and clear.

The true excellence of the text lies in the thoroughness of the exercises based on the reading matter. A firm believer in the efficacy of a method which inculcates grammatical principles by means of intensive drill based on the language itself, the author has prepared a wide variety of modern exercises in vocabulary building, pronunciation and ear-training, idiomatic expression, and grammatical construction. "The work I have in mind here," says Professor Levi in his preface, "is unsystematic—intentionally so—for the reason that all our best knowledge of language is acquired in that way." This lack of system is apparent rather than real: in the matter of vocabulary building, for instance, word groupings are carefully worked out through meanings, derivations, synonyms, antonyms, etc. A decided advantage of this ostensibly haphazard presentation of the new material is that the student's attention is not drawn to the more forbidding aspects of formal grammar, but rather to the resources of French in delicate shading, accuracy, and suppleness.

Although French is employed throughout the text, the meanings of words and expressions which are likely to be unfamiliar to the student are translated in italics, in the interest of accuracy; grammatical explanations in the notes are usually given in English. A French-English vocabulary is supplied that omits those words which suggest the equivalent in the vernacular, and those which even the elementary student may be reasonably expected to know.

Each section of reading matter, though it be only a short anecdote of several lines, is followed by a series of exercises planned in such a way as to keep up interest through variety, and to cover the text intensively. Ample material is provided for translation from English to French. Review lessons are interspersed at convenient intervals. Stressing the importance of the verb as the back-bone of the language, the author devotes at least one drill in every lesson to conjugation, identification, change of tense or person, etc. As no synopses or paradigms are given, some reference grammar or standard treatise on French verbs must be used in conjunction with this text.

The excellent typography of the book aids appreciably in presenting, in a logical manner, new or unfamiliar material. The text recommends itself particularly in covering the ground-work of French

intensively, much after the manner in which one "absorbs" the language by residence among those who speak it.

THOMAS R. PALFREY

*University of Illinois*

L. RAYMOND TALBOT: *Easy French Reading and Conversation*.  
Benj. H. Sanborn Co.

In reading this book, which in spite of its somewhat ambiguous title is intended as a first-year text, reader and grammar combined, one has the feeling that its author has made a valiant effort to apply all the principles of the Direct Method. But after a careful examination one can only feel that he has missed all the values of the old formal Grammar-Translation Method, namely, clarity, conciseness, systematic development of grammar construction and thoroughness, without achieving any of the values at which he has conscientiously aimed. The general impression it leaves, from every point of view, is one of vagueness, incoherence, and incompleteness.

To be explicit, let us examine the text with the following elements in mind: *Pronunciation, Vocabulary, Reading Matter, Grammar, and Exercises.*

*Pronunciation*—There is no introductory chapter to which teacher or students may refer, giving any explanation of the formation of sounds. The only recognition of the difficulties of French pronunciation is in the vocabulary at the end of the book, where the phonetic transcription of each word is given, with a table indicating the phonetic symbols used, omitting, however, many of the spellings which those symbols represent. One wonders when and how the students are to acquire the knowledge necessary to interpret and translate them into sounds. The first reading lesson with which the book opens contains eleven different vowel sounds, including *y*, *ø*, and the other nasal vowels and such difficult combinations as *wa* and *je*. One trembles for the results in a course in which the chief emphasis is to be on oral work.

*Vocabulary*—Although there is constant and conscious repetition of vocabulary, so that many of the more common words must inevitably be mastered, one cannot but be shocked by the early introduction of such words as *le broc*, *le volet*, *le noeud*, *faire naufrage*, and by the inclusion of such comparatively rare or technical or unimportant words as *la baladeuse*, *l'arrosoir*, *le réverbère*, *le bouquiniste*, *la péniche*, *faire la lessive*, *le battoir*, *la pellicule*, *la carpette*, *l'heure d'affluence*, a list which would make many an experienced teacher of French furtively consult his dictionary. And one cannot help but question the advisability of including a long and elaborate French menu with such technical terms as *mayonnaise de langouste*, *chateaubriant*, *veau aux épinards*, *vol-au-vent financière*, *compôte de pruneaux*, *pomme*, *pêche*, *Reine Claude*.



Not content with this, the author adds a footnote in the second lesson to explain, in French, the difference between *un broc* and *une cruche*, and after the third reading lesson, a rebus, containing many new and strange words, and involving a play on words which more advanced students might find it difficult to comprehend. Throughout the book riddles and anecdotes are added at the end of every few lessons, which, however simple, contain words, idioms, and tenses that the pupils at that stage of their learning cannot possibly grasp without painstaking translation or involved explanations. These, of course, may be omitted, but one questions the judgment of the author who put them there to intrigue or puzzle or harass the students.

*Reading Matter*—This brings us to the question of the reading matter which, although connected, is artificial, stilted, unnatural, and uninteresting in the extreme. Composed of short, choppy sentences which are based on the accompanying illustrations, it often results in mere enumerations of objects to be seen or imagined in the picture, and in any case results in a hodge-podge of ideas, utterly devoid of wit, charm, interest, and style. Often the reading passage is a conglomeration of questions, answers, commands and simple statements, so that it is not clear whether the teacher or the student is the speaker. Thus, because the distinctions are not clearly drawn, the reading texts do not lend themselves to a dialogue or a give-and-take conversation between the teacher and the class, or between pupils studying in couples or in groups, but remain wooden, ineffective comments on the pictures. Although the texts are obviously and successfully planned to illustrate certain clearly defined grammar principles, often verb forms and new tenses are used long before they are explained, and some of them never are explained, even when the student is required to use them in the exercises. This seems to be carrying the inductive method a bit too far.

*Grammar*—Verbs are incompletely and inadequately treated. There is no explanation of the division into conjugations nor of the use and formation of tenses, and there is no drill on verbs, as such. The only tenses taught are the present and the future. Although two rules for the agreement of past participles are given and the pupils are expected to form sentences in the past indefinite, there is no lesson in which the formation of compound tenses is explained. For this and many other explanations the pupils must depend upon the teacher, or deduce the correct forms from the text. The only irregular verbs systematically taught in the present are *lire*, *battre*, *aller*, *savoir*, and the two auxiliaries. *Regarder* is taught in the present tense as a verb of the first conjugation. Later *vendre*, *rompre*, and *finir* are conjugated in the present tense as isolated words, and no further mention is made of conjugations. The pupil must learn the future of *voir*, *venir*, and *pouvoir* without ever having learned the present, unless he has unconsciously mastered it by hav-



ing been exposed to it in the reading. There is no mention made of principal parts; there are almost no exercises requiring the writing of conjugations, and the pupil is expected to learn his verbs more or less incidentally by writing original sentences and filling in blanks.

Without using the text with a class it is impossible to discover how much the pupils will actually assimilate unconsciously by mere oral repetition, but to a critic, examining the text, the treatment of verbs seems unsystematic, incomplete, and chaotic.

Pronouns are much more adequately treated. The simplification of relative and interrogative pronouns and the excellent blank-filling exercises which follow their treatment should give the students a clear understanding of these intricate forms. In the case of double pronoun objects, too, the multiplicity of examples given, with the opportunity for frequent repetition of the correct form should make it possible to achieve a mastery of this difficult construction as well.

*Exercises*—The exercises consist almost exclusively of three types; (1) answering questions, (2) filling blanks, (3) writing original sentences. While filling blanks is an excellent device in itself, it becomes somewhat monotonous in this book, especially when the exercise results in such garbled forms as the following, in a lesson on the adjectives of nationality. "Le français se parle—et—. —ngl—se parle—et—. —llem—. —spa—. —tal—."

As for the original sentences, one can hardly expect students struggling with a new grammatical form to make up twenty original sentences illustrating that construction. Desirable as original composition is, one can hardly depend upon it as a means of teaching or learning the fundamentals of a new and difficult medium of expression.

There are many sketches and photographs in the book which are strongly suggestive of delightful spots in Paris and in France.

One closes the book with a feeling of regret that the author, who obviously put a great deal of thought and effort into his task, could not have achieved more satisfactory results.

LAURA B. JOHNSON

*Wisconsin High School*

LOUISE CHARVET, *Glances De France, En Automne*. With vocabulary, Direct Method Exercises, Preface, explaining Composition and construction of Text. Text 64 pages. Exercises 37 pages. Rédactions et Pour le Cercle Français (La Fête de l'Automne). Vocabulaire, pp. 167-212. Ginn, 1928. Price \$1.20.

Upon opening this most attractive book one is immediately struck by the unusual conception and arrangement of the material, the originality and French atmosphere lent by the illustrations, the charm of poetry and melody intermingled with the prose of the text.

There is also a logical sequence of thought followed throughout

as the subject implies. Commencing with "certain aspects of nature," the activities consequent upon the changing seasons are described and illustrated. The preface explains the plan and purpose of the book. Each of the twenty lessons consists of a text in prose, a selection of poetry, a set of questions, exercises, and a subject for composition.

The text is simple, the idioms infrequent, which is wise as there are no notes. The vocabulary is exact and complete. The poems are simple, and certain ones are marked to be committed to memory. There is such an intimate relation between the picture and the text that the author explains: "the picture of the artist (the illustrations are for the most part copies of French masterpieces) infallibly calls to mind the lines of the poet and certain strains of music: and, conversely, one cannot recite the poet's lines without seeing the artist's picture arise before his eyes, without the notes of the song springing to his lips." Thus the pupil is given a threefold culture and "thanks to the magical power of rhythm there are moments of relaxation to both pupil and teacher."

The author suggests that the book may be used in the second semester or the third, but if that is her plan it would seem unwise to use the subjunctive in the fourth lesson and soon after the compound tenses of the reflexive. The vocabulary would scarcely be found in any first year book nor form a useful working vocabulary to the pupil for his early outside reading, except for the reading of poetry. For example, *oisillon* used instead of *oiseau* (not exclusively of course), in the first lesson, among a list of flowers, *souci*, in lesson five, among the fruits, *coings*; soon after appear *hotte*, *cerceau*, *herse*, *givre*, *sauge*, *renouveau*, *mésonge*, *émonder*, *s'éparpiller*, *jette un long réseau de moires*. In the exercises, Lesson XIX, the pupil is told: *Inventez trois phrases avec trois de ces nouveau mots*, and the list includes: *lettre*, *réalisable*, *corrigible*. In lesson XVIII: *donnez le présent de tourner*. *Trouvez-trois verbes qui se conjuguent comme ternir*.

This choice of unusual words seems to me the weakness of the book and one which would make it difficult to use in a two-year High School course. However, in Junior High Schools or in private schools where the languages are begun at an early age and continued throughout the course the stories, songs, and little plays would add much variety and charm to the work.

CAROLINE M. YOUNG

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*The Classic German Dictionary*, German-English and English-German. Compiled from the best authorities of both languages. Explanation of Method and General Rules for the Pronunciation of the German Language, pp. vii-xiv; German-English,

pp. 1-640; English-German, pp. 641-1098; Appendix and List of Words with the Orthography assigned by the Prussian Minister of Education to be taught in Prussian Schools from April, 1880, pp. 1099-1112. Follett Publishing Company, Chicago. 1926. Price, \$3.00.

In spite of the date of the copyright this dictionary is forty years old; it was compiled by Elizabeth Weir, published in 1888 at London by Cassell and issued at the same time in America as Heath's German Dictionary.

Although the original work enjoyed popularity on both sides of the Atlantic for nearly a generation, it became even more widely known and more serviceable when revised and enlarged in 1906 by Karl Breul. For years Cassell's has been widely sold in England and Heath's, identical with it in every respect, in America. Funk and Wagnalls now publish the former in this country.

The Classic dictionary is a reprint of the Weir work and, of course, lacks all the corrections and additions which appear in the version of Breul. It is printed on white paper, adequately bound, and furnished with an index. From the date of the copyright an inexperienced student might expect the latest book of its kind on the market. Such a claim cannot hold, and the Follett Publishing Company does not, so far as I know, make it. Those of us who believe that the Cassell-Heath Dictionary might well be enlarged to increase its already great usefulness, cannot imagine a market for the Classic. The chief drawback to it is one of spelling, on which serious work has been and continues to be done in Germany. In 1880 some orthographical changes were legalized by the Prussian Minister of Education on the recommendation of a committee which again in 1900 advocated other improvements. To include the changes of 1880 Miss Weir added an explanatory appendix to her dictionary; this The Classic of course reprints. The changes of 1900 were incorporated by Breul, who omitted the then useless appendix, in his revision; these The Classic, as a reprint of the older work, omits. So the student finds there *Brod* for *Brot* and in the English-German section *Thür*, *giebt*, *Epheu* where Breul gives *Tür*, *gibt*, *Efeu*. This only confounds the student and adds to the teacher's worries. In short, the Follett publication has been out of date for more than twenty years.

Besides the German, the Follett Publishing Company issues two Latin, two Greek, and a French dictionary in the same format. In addition it publishes a Junior Classic series of Spanish, Latin, French and German dictionaries for one dollar. The German member is the thirty-ninth revised and enlarged edition of the widely used Wessely, sold by various publishers and probably well known to students and teachers.

*New York University*  
*Washington Square College*

LYMAN R. BRADLEY

OSMOND T. ROBERT. *Mérimée, Columba*, edited with Direct-Method Exercises. Notes and Vocabulary. xviii+350 pp. Heath. 1927. 92 cents.

The story of *Columba*, it is hardly necessary to say, is one of the most fascinating ones in all literature. It contains all that one can desire of suspense, human interest and style, and is not lacking in information about French civilization. No teacher could object to this text on the score that it does not teach the student about France, for, although the scene is principally in Corsica, and although the leading characters are English and Corsican, the book is distinctly French. The author uses very few outlandish words and when he introduces the barbarous customs of the islanders, he describes them always in contrast to the French. Thus it is no more foreign to France than a novel whose setting is Brittany or the Basque country. Indeed any well-rounded course of French should include a certain number of such regional novels.

The editor and the publishers of the present edition have gone far toward making a worth-while edition of a book which had already been published more than once in this country. In addition to the preface, introduction, map of Corsica, nine full page illustrations, 41 pages of notes, and 77 pages of vocabulary, 55 pages of "Direct Method Exercises" have been inserted to drive home the 166 pages of the text. This is an up-to-date text-book; but it has certain shortcomings in common with many other school editions of the classics.

The introduction contains a rather uninspired account of Mérimée's life and writings, a very interesting résumé of Lorenzi de Bradi's *La Vraie Colomba*, and an analysis of Mérimée's style and method. This section is not the best part of the work; besides being cold in tone, it has a number of carelessly written sentences such as: p. ix, 12; 28; and xiii, 16, in which the partisans are forbidden to "lay in wait!"

The Map of Corsica is appropriately placed at the beginning of the text.

The illustrations, while they are almost grotesquely inadequate, add something to the attractiveness of the volume. For example, the hero, as pictured on p. 127, looks like a high-school lad made up for a part in an amateur dramatic production. However, the practice of illustrating text-books is to be encouraged.

In the Direct Method Exercises lies the chief merit of the work. The editor obviously knows how to teach French, and in the brief note to the exercises and in the preface he expounds his method convincingly. "Direct Method" or not, these exercises are excellent ones! Mr. Robert does not scorn the use of good exercises in translation from English to French and from French into English. He has selected with discretion his material for the exercises in the conjuga-

tion of expressions, filling blanks, idioms, synonyms, questions in French, etc., etc. This section is written entirely in French. Any seasoned teacher will, I think, see immediately the value of this fine set of exercises. Students who are "put through" them will be able to read, understand, and speak French acceptably from that time forth.

The notes could be improved in a number of places. The map of Corsica obviates the necessity of some half-dozen geographical notes. *Mon Dieu* is noted three times and explained twice. (This and numerous imprecations could be relegated to the vocabulary). Three notes on the use of titles: 2, 27; 8, 30; and 24, 9 fill the space of a page; perhaps these would have been more available to the student in the form of an exercise. Long notes on *Bandits*, 2, 29; and 76, 31 are interesting but are merely repetition of the text. *Honnêtes gens*, 1, 21, are, in the American Language, not merely "decent people." *Si vous aimez à tirer*, 3, 14, means, here, not "if you are fond of sport" but *if you are fond of hunting*. *Bouillabaisse*, 5, 2, is badly described. *Patois*, 9, 25, is not "a dialect variety of language peculiar to the illiterate in certain provinces"; many thoroughly schooled people delight in speaking in the tongue of their native heath. A patois is merely a regional dialect. The note to *Don Quichotte*, 164, 24: "Don Quixote, the knight-errant hero of Cervante's novel" (sic) should either have been more instructive or omitted entirely. The explanation of the reference to Dante's famous line "That day we read no farther," 33, 18, would not be clear to a person who did not already understand the allusion. On the other hand, the explanation of the meaning and use of many words and idioms is very clear and valuable. I make much of these slight discrepancies because it is time we were taking into consideration the fact that when a student finds a note which seems to him "no good," he will be less inclined to look up notes in general and will thereby miss much of the really significant material which is there.

The vocabulary is thoroughly satisfactory: it seems to be complete; the nouns are listed with the indefinite article; phonetic symbols are given for difficult words—but not laboriously for every word; attention is called to the spelling of many often misspelled words such as *adresse*, *originel*, etc.; by a juxtaposition of such words as *retourner* and *revenir* and *rendre*, the distinction is clearly shown between words which students often incorrectly use interchangeably; the irregular verbs are listed in the vocabulary with the first person of the most used tenses in the natural order (pres., imp., p. def., fut., pp., pres. subj.) without the needless nomenclature.

The edition is to be highly recommended for use in classes of third year high school or first year college French.

JULIAN HARRIS

University of Wisconsin

REMME, KARL: *Deutschland*. Lesebuch für studierende Ausländer zur Einführung in die Kenntnis Deutschlands und seines geistigen Lebens. Berlin, Verlag des Akademischen Auskunftsamts, Universität [1928]. 430 pp. Paper M5. Cloth M6.

This is the book which everybody should read while crossing the Atlantic. It will tell him all about Germany that he cannot expect to find in Baedeker, but must know before entering upon an intelligent study of the country. As a pleasing and trustworthy guide it leads him up to the treasures of German thought and feeling.

The reader's eye is flattered by an attractive binding, by neat print on art paper and by many excellent illustrations. A great number of interesting essays, very well selected from the best writers and seconded by very good maps and statistical diagrams, convey a thorough and authentic information. Some names of authors will interest the scholar: Bielschowsky, W. Grimm, Hirt, Hofstaetter, Kühnemann, Mahrholz, Nadler, Panzer, Roethe, Vilmar, Weise; others will appeal to the educator: Becker, Hellpach, Kesseler, Paulsen, Spranger; while such as the following will suggest the variety of subjects discussed: Chamberlain, Dehio, Dehmel, Eyth, Helmholtz, Lichtwark, Liebig, Löns, Emil Ludwig, Marcks, Dietrich Schäfer, Hans Thoma, Vossler, Wölfflin.

The chapters have been selected with a special view to clear style, condensed thought and inspirational power. They are not easy reading matter for beginners; yet the editor, drawing on his nine years' experience of guiding foreign students to the mysteries of German language and German civilization, has kept the needs of neophytes in mind. That is what distinguishes this book from other excellent anthologies which, being written for Germans, fail to comply with the special linguistic and intellectual wants of non-German students.

The relations between Germany and the U.S. have not been neglected; the chapter "Germans abroad" is almost exclusively composed of such links: Freiligrath's "Auswanderer," Carl Schurz's "Lebenserinnerungen" and Konrad Krez's classical poem which voices the emotional attachment of the Germans in America to the old fatherland.

The book might be used as a Reader for advanced Germans classes in our schools. The price is surprisingly low for what is offered. We congratulate the editor for his admirable work and feel that our American students who will attend the University of Berlin will find an excellent adviser in him and in his German Institution for Foreigners (address: Deutsches Institut für Ausländer, Berlin C2, Universität).

W. LEOPOLD

*Northwestern University*

STARCK, TAYLOR, *Eines Toten Wiederkehr von Gabriele Reuter*. Pp. 90. Knopf, 1926.

European *Realism* has recently found access to the American literary market. Even the most popular expression of public taste, the movies, now admits stories without the traditional happy ending. It is a *Zeichen der Zeit* that Professor Starck consciously selects such a gloomy tale, based on a hopeless situation, as Gabriele Reuter's *Eines Toten Wiederkehr*. Presenting a typical example of the writings of the German realistic school to beginning German classes in America, he still considers it advisable to justify his choice. In Germany, where at the age of seventeen or eighteen the students read the sombre tragedy of the Greek dramatists, no such justification would be necessary. But keeping in mind the fact that American literary taste up to recently has been so sensitive, it is interesting to see in what way an experienced connoisseur of the American student mind gives his explanation. "Our young generation," he says, "has learned to see the bitterness of life and is more likely to be interested by a tragedy on a background it can understand than by a carefree tale with romantic trappings."

A portrait of the author and a facsimile of a personal letter to the editor by Gabriele Reuter commences the book. Through a good biography the student gets a clear insight into the individuality of the famous German authoress and an untinted conception of the position she holds among her contemporaries. From a pedagogical standpoint, one might rather wish the editor had not drawn the picture as realistically as he actually did. The American student, on the average, is very keen with respect to the quality of the texts he is offered in school. Speaking of Reuter as a novelist, Professor Starck states that "Power of creative imagination, a gift indispensable to the great novelist, Gabriele Reuter possesses in but small degree . . . one is surprised . . . to discover that she is actually lacking in ability to interpret emotions . . . her longer works . . . appear somewhat bare in retrospect, a barrenness not mantled and disguised by brilliance of style. We may say that her style lacks savor, that robust flavor which causes the reader to forget the absence of incident." If, on the other hand, her short story is highly praised because "there is no need for detailed character analysis or for richness of invention" a young person who usually thinks rather in the terms "good" or "poor," will feel somewhat uneasy about the value of a piece of literature by a writer appraised in this way. His natural reaction is most likely to be that of feeling out of luck because he is troubled with that kind of stuff for a month or so.

The editor intended the book for use in the last years of high school or in any second-year class of German in college. He even had it read as the last text in elementary German. The small vocabulary, the frequent recurrence of the same words, and the sim-



plicity of the grammatical construction really render the book very serviceable for beginners. Moreover, it is a greatly stimulating text which never ceases to hold the interest of the youthful as well as the adult reader. In harmony with the facility of the text a comparatively small editorial apparatus has been employed. The *Anmerkungen* and the *Übungen* comprise a useful review of grammatical essentials. Especially the subjunctive has been treated with considerable care, as is proper in second-year German.

Concerning the notes, a few suggestions for improvement can be made. Note 1, 9 states that the wife *always* receives the title of her husband with *Frau* prefixed. Then 1, 24 says that courtesy requires the use of *gnädige Frau* when addressing a lady. Here some conformity ought to be established, especially because in both cases the notes deal with addressing the same lady. Note 6, 26-27: The use of the hyphen in compound words in a series (*Obst- und Blumen-gärten*) induces the editor to make the following statement: "This liberty is usually taken only in the case of nouns, but for the sake of a humorous effect it is sometimes done also with adjectives . . . ." Has, e.g., *hell- und dunkelgelb* a humorous effect?

7, 12-13 "*Aber was wollte das besagen gegenüber der Tatsache: die verb besagen* is restricted in its use to this idiom, with or without *wollen*." This verb, in fact, is also used in other idioms, e.g., *der besagte Müller*, or: *die Briefe besagen das Nähere*, or: *Paragraph 3 besagt, dass . . .*

8, 15-16 explains the *da* in *daran*, *darum*, etc., as taking the place of a personal pronoun *ihm* or *ihn*. In fact, it takes the place of the third person neuter personal pronoun.

In the *Übungen*, the request to render the sentence *Frau Dorrit legte die Hand an die Stirn* in the plural had best be omitted.

One of the questions to be answered reads: *Was hätte Frau Dorrit getan, wenn sie eine Scheidung bekommen hätte?* This is a literal translation of the English "if she had got a divorce" and should be: *wenn sie geschieden worden wäre* or *wenn ihr die Scheidung bewilligt worden wäre*.

E. W. SCHROETTER

Marquette University

ADOLPH E. MEYER, *Fundamentals of German*, Globe Book Co. New York. 1927.

The manuscript for this book was sent to the publishers too soon. Adequate criticism might have helped the author "to provide a systematic review of those principles of German grammar which are more or less essential to a working knowledge of the language," especially since he has taken such pains to furnish excellent and abundant drill material. A review grammar intended for "second and third year classes" must have sound grammatical substance, the clear



and concise statement of which becomes the chief problem of the author.

The chapters on the article and the noun are on the whole satisfactory. In indicating what nouns belong to class II there is an apparent contradiction of statements. Some "neuter monosyllables" and not "most neuter monosyllables" belong here (p. 7). It seems futile to classify mixed nouns on a syllable basis (p. 10). Homonyms like *der Band* and *das Band* should not be called nouns with "double plurals" (p. 14), nor should *Tor* and *Bauer* be referred to as having "double gender" (p. 18): *der Tor* and *das Tor* must be regarded as separate and distinct nouns.

In the chapter on adjectives the cart is put before the horse in using terms like *strong*, *weak*, and *der-words*, without previous explanation. Matters would be cleared up here by the use of a more adequate terminology such as "descriptive," "limiting," or "pronominal" adjectives. The possessive adjectives are not listed here, are not considered "ein-words" (p. 22, note), and are later confused with possessive pronouns (pp. 36-37). Nothing about demonstrative adjectives.

There is no discussion of adverbs. The paradigm of comparison (p. 24) would indicate that adverbs as well as adjectives have two superlatives.

There is considerable confusion in the chapter on pronouns. Since *dieser* and *jener* are usually considered *der-words* it is difficult to see what is meant by the statement that they are "declined like a *der-word*" (p. 37). The ending *n* is omitted in the genitive and the dative of *dieselbe* (p. 38). *Derer* occurs only before a plural relative and is indefensible in "Sie sah ihre Freundin und *derer* Mutter" (p. 38). A rule like the following is hardly scientific, to say the least: "If used alone without a noun the possessives are declined like the indefinite article *ein* in the singular" (p. 37). No declension of *meiner* and nothing about *der meine* and *der meinige* in the treatment of possessive pronouns (p. 37). *Mehrere* should be listed along with *einige* under indefinite pronouns (p. 40).

The principle of euphony is not stated in connection with verbs which have the stem ending *d*, *t*, *m*, *n*, (p. 48). In the meager statement on sibilant endings no recognition is given to the fact that *s* may blend with the ending in the second person singular present indicative: thus, *du reist*, *du tanzt*, *du isst*. That verbs in *eln* and *ern* require the endings *est*, *et*, and *ete* is an obvious misstatement (p. 49). The second person singular and plural pronouns should not be given with the imperative endings on page 51 and *Sie* should follow the ending in the table. The list of strong and irregular verbs (pp. 52-57) should include irregular imperatives and imperfect subjunctives. One error in the list occurs in the past participle of *schweigen* which is given as *geschwogen* instead of *geschwiegen*.

There are three outstanding errors in the chapter on modal auxiliaries. In the illustrations on page 61 we have the sentence, "Er hat es nicht können" for, "er hat es nicht gekonnt." *Dürfen* is not an infinitive in the sentence, *Er hat gehen dürfen*, (p. 62). *Ought* should not be used in translating the sentence, *Ich soll das tun*. The imperfect of *sollen* conveys the idea expressed by *ought*.

It will be observed from the above that the book sins gravely against linguistic exactness. Numerous further instances might be cited but these will suffice.

The book has no German-English vocabulary, no grammatical index, and few cross-references. Its chief virtue lies in the exercise material, which is simple, varied, and rich in idiomatic expressions. Prose models in the form of anecdotal material would add to its value. The grammatical portion of the book was made too hurriedly. It is to be hoped that a revision will justify the present title.

W. A. WILLIBRAND

University of Oklahoma

*Amsterdam-Cologne*, edited by Karl Kiesel and Walter Hulek. Published by the University Travel Department of the North German Lloyd, Bremen 1928, 156 pp.

Sport im weitesten Sinne ist auch in Deutschland keine "Privatsache" mehr. Wenn Zahlen Leben bedeuten, dann dort. Eine Million Deutsche sind Turner. Zwei Millionen gehören dem Fussballspiel oder verwandten rasensportlichen Betätigungen an. Überhaupt ist ein Zwölftel des Gesamtvolkes mit irgendeiner Art sportlicher Leibesübung beschäftigt.

Sportplätze von der einfachsten Wiese an bis zum grossartigsten Stadium, wie in Köln, werden von fast allen Städten bereitwilligst zur Verfügung gestellt. Man lese und staune: Das kürzlich unter dem weitsichtigen Kölner Oberbürgermeister Adenauer fertiggestellte Stadium—die Messehalle ist ebenfalls sein Werk—umfasst 65 Hektar. Fast jede Sportbetätigung kann hier zu gleicher Zeit in den zwölf von einander getrennten Kampffeldern ausgeübt werden. Zu dem hier vom 21. bis 29. Juli, bekanntlich nur alle fünf Jahre stattfindenden "Deutschen Turnfest"—zuletzt in München 1923—erwartet man allein 30,000 an den Wettkämpfen beteiligte Turner. Betrug die Gesamtzahl der Festteilnehmer in München 300 000, so erwartet man in der rheinischen Metropole allein 200 000 aktive Turner and Turnerinnen, die zum Festmarsch aufziehen. Ausserdem rechnet man mit einer Beteiligung von 4-5 000 sportfreunden deutsch-amerikanischen Blutes.

Das diesjährige Deutsche Turnfest hat seine besondere Bedeutung; nicht nur, weil es an Umfang alles bisher Dagewesene in den Schatten stellt, sondern weil die aus diesen vaterländischen Wettkämpfen hervorgehenden Sieger gleichzeitig eo ipso aussersehen sind.

Deutschland auf der Olympiade in Amsterdam zu vertreten. Die gesamte Sportwelt ist auf dieses Ereignis gespannt; war es doch den Deutschen bisher infolge politischer Gehässigkeit nicht gestattet, in der internationalen Arena ihr sportliches Können zu beweisen. Wird Deutschland überhaupt imstande sein, eine olympische Mannschaft aufzustellen? Auch darüber bietet das saubere Büchlein überraschende Ausblicke. Längst weltbekannte Sportsleute, wie Dr. O. Peltzer, Körnig, Rademacher, Vierkötter und andere, kommen in ihm selbst zu Wort durch Eigenberichte über ihre bisherigen Höchstleistungen. Johannes Nehring, ein Student der Technischen Hochschule zu Darmstadt, beschreibt seinen in der Geschichte der Menschheit einzig dastehenden motorlosen Flug nach einem 6 km. entfernten Berge, wovon er ohne Zwischenlandung an seinen Abflugplatz wieder zurückkehrte.

Auch wird über Naturtanz, Wandern und Jugendherbergen Treffliches gesagt. Jugend, die, so mit der Natur verwachsen, die Vergnügungstätten der Grosstadt flieht, die noch Herz und Lunge zum Singen und Schlafen auf Strohsäcken hat, lässt uns ahnen, welch herrlicher Geist in dieser wahren Jugendbewegung drinsteckt.

Die dankenswerte Schrift des Lloyds ist als Propagandabroschüre gedacht, ohne das jedoch fühlen zu lassen. Gefällige Lichtbildaufnahmen schmücken seinen Inhalt und reizen um so mehr zum Lesen.

THEODORE SCHREIBER

SHERMAN W. BROWN, *Estudios Gramáticos Españoles*. xii, 211 pp. New York: Alfred A. Knopf, 1927.

The purpose of this text, as stated by the author, is to supply a systematic review of the essentials of grammar to students of Spanish in the second year of college work or in the third year of high school work. The book consists of 22 lessons and a compendium of grammar, with Spanish-English and English-Spanish vocabularies. Each lesson contains a prose narrative, a *cuestionario*, *repaso de gramática*, *locuciones*, *práctica oral*, *ejercicios*, and a passage to be translated from English to Spanish.

The prose narratives, which are at the beginning of each lesson and which serve as a basis for the subsequent grammar review and exercises, have been selected from well known writers of Spain and Spanish America and afford interesting reading material. In condensing the stories to about a page and a half each, the editor has allowed a few errors to creep in. P. 6 . . . *todo el tiempo que quieras* has no connection with the preceding sentence. The following are incorrect substitutes for the original passages: p. 27, *conquistó tanta general simpatía*; p. 61, *tomándole prisionero*; p. 79, *prefecto del compartamento*.

A different order in the treatment of a few of the grammar topics might be preferred by some teachers. For instance, the passive

voice is discussed in lesson 15 and the past participle not until lesson 20. *Gustar* should be considered earlier than lesson 21.

The compendium of grammar in the back of the book covers the essentials of grammar fairly well. The reviewer offers the following suggestions: p. 100, *os* instead of *vos* for the direct and indirect object pronoun familiar plural; p. 101, *Ud.* and *Vds.* should not be included in the list of subject pronouns that are usually omitted. In several cases the author has omitted *Ud.* in illustrative sentences; p. 101, in the rules about the position of object pronouns, mention might be made of the occasional placing of the pronoun after the verb in literary style, as there are numerous examples of this in the stories used; p. 108, the last part of the statement that "the definite article commonly is used with geographic names when modified by an adjective, or if they are not used with a preposition" is not true; p. 116, the statement about the apocopation of *grande* lacks clarity; p. 119, the regular comparison of *grande* and *pequeño* should also be given; pp. 120 and 121, the first and second persons plural of the present subjunctive should be given in the paradigms of radical changing verbs of classes II and III; p. 125, in the treatment of interrogative pronouns *¿cuál es?* meaning "what is?" might be mentioned; p. 128, a distinction should be made between *para que* and *de modo que*; p. 129, the author should state that the subjunctive is also used in relative clauses after a negative. Several other things in the compendium of grammar might well be revised. In Appendix C, cities and countries should not be confused in the list of geographical names that require the article.

The vocabulary is the least satisfactory part of the book. It should contain a few facts about each of the authors from whom the selections are taken, and references such as *Ayacucho*, *Polifemo* and *Santa Rosa de Lima* should be explained. Among the errors in the vocabulary are: p. 173, *armargura*, *bailarino*; p. 175, *cintaje*; p. 178, *chiquitino*; p. 180, *ensanchandar*; p. 182, *garzoso*; p. 193, *sesenta* (seventy), *sigilio*; p. 207, *querrero* (warrior). Several words and phrases have been omitted in the vocabulary, such as: p. 61, *meter la patita*, to interfere; p. 84, *mujer brava*, shrew (in Juan Manuel's *El mozo que se casó con una mujer brava*).

The book has potential value, but its usefulness has been impaired by the errors and omissions that escaped the attention of the author.

FREDERICK J. HURLEY

George Washington High School  
New York City

ESPINOSA, AURELIO M. *Easy Spanish Conversation*. Preface, pp. iii-iv; text, pp. 1-66; vocabulary, pp. 67-90. Sanborn, 1927.

Professor Espinosa has presented us with what many will regard as a very useful compilation of Spanish anecdotes, short stories,

jokes, enigmas, and conundrums. Much of the material included in this collection has been tested in the author's own successful classes, and adjudged a real encouragement and stimulus to oral drill. The choice has been so made that the book may be used to advantage in either first or second-year college work, and in the second-year of high school work.

The author has divided his text into two parts: first, *cuentos, chistes y chascarillos*; second, *adivanzas, quisicosas y colmos*. His selections are, in the main, unusually well-chosen, abundant in idiom and the tang of colloquial Spanish speech. However, objection can be made to the inclusion of such stories as *Un Profesor de Idiomas, La Solterona, Celos en Ayunas* and *Un Mono para Rifar*. Surely there are other stories which redound more to the humor and wit of Spain than a repetition of trite, thin jokes *re* mother-in-law, old maids, cheap marital discord, and the lack of personal pulchritude.

The text of each lesson is followed by carefully prepared exercises. With deliberate and keen pedagogical intent, Dr. Espinosa has omitted all English-into-Spanish translations. His aim is to vitalize and stimulate the conversational powers of the student. To this end he has included numerous *preguntas*, which are framed to elicit the recall of the idiomatic substance of the text.

Much emphasis is placed upon the verb. Entire conjugations have been conscientiously reviewed, and opportunity is afforded for the repetition of particular idioms and constructions in varying forms of the indicative, imperative, and subjunctive. And always the student is given a completed thought and sentence to inflect, and to assimilate.

The ultimate touchstone of the efficacy of any one lesson lies in the *reproducción oral*. It is recommended that the material be utilized, repeated, dramatized, and recapitulated in a variety of purposive drills. In this, as in all teaching, success will depend upon those variables: the assiduity and skill of the student, the ingenuity and stimulus of the teacher.

An idiomatic translation into English of the more difficult textual *locuciones* and *modismos* has been included as notes at the end of each lesson. An adequate vocabulary fills the last third of the book. Typographically, the book is pleasing and done in the characteristically admirable style of *The Hispanic Series* of text-book publications.

McKinley Technical High School  
Washington, D.C.

MILDRED HUTCHINSON

VICENTE RIVA PALACIOS Y JUAN DE DIOS PEZA: *Tradiciones y Leyendas Mexicanas*. Edited with notes and vocabulary by Manuel Romero de Telleros and S. L. Millard Rosenberg. Thomas Nelson and Sons, New York, 1927.

This is a small volume of selected legends written in *romance*

verse, 92 pages of text, about eight of notes, and a convenient vocabulary. The historical introduction in English and the biographical sketches in Spanish by the joint authors are so engaging that one comes to the stories with a keen appetite for the details and is caught up by the swing of the lines and fairly transported, before he is aware, into the midst of the colonial life of Nueva España, with all its political intrigue and religious mysticism.

Dr. Rosenberg has done us a great service in introducing American readers to the editor, Señor Manuel Romero de Terreros, Marqués de San Francisco, who writes English with as much grace and perfection as he does Spanish, and who has made some valuable contributions to literature and art in his *Historia Sintética del Arte Colonial*, *Las Artes Industriales en la Nueva España*, and *México Virreinal*.

The six legends of the text have been selected from a larger collection which was the product of Riva Palacios y Juan de Dios Peza working in collaboration with such unanimity that the most intimate study of these and other joint productions of the two authors fails to reveal each poet's respective share in the work.

A complete edition of the works of Riva Palacios was the only form in which these *Tradiciones* were available to the public and it has long since gone out of print, so that it has been difficult for the general reader to become familiar with his writings. This little book of selections, therefore, is the more welcome in that it gives us a glimpse of a rare style of Mexican literature and intrigues us into a further study of the history of New Spain under the viceroys.

The text is admirably adapted to classroom use by students who are ready for advanced work.

Hollywood High School  
Hollywood, California

C. SCOTT WILLIAMS

SÁNCHEZ, FLORENCIO: *La Gringa, drama en cuatro actos*. Edited with introduction, exercises, notes and vocabulary by John Thomas Lister and Ruth Richardson. New York, Alfred A. Knopf, 1927. xvii+142 p. front. (port.)

García Calderón has said: "Because the Argentine drama has preferred foreign to national life, its present efforts are ineffective. It neither reflects nor purifies manners and customs." He qualifies these strictures, however, by admitting that "this art of recent development does not always depart from the genuine and national. It presents creole types," and he foresees the time "when dramatists will present in their work the problem of triumphant democracy, the probable conflict of the past with modern life, the clash between the industrious immigrant and the romantic creole, and the domestic turmoil of opposing civilizations."

It is in this connection that *La Gringa* must be considered. The author, Florencio Sánchez (1875-1910), though by birth a Uru-

guayan, may be considered by literary affiliation an Argentine. He left some 20 works of considerable variety and varying degrees of merit, all produced within a period of six years, from the 28th to the 34th year of his feverish life. Of these possibly the most important are *M'Hijo el Dotor*, presented in 1903, which was his first distinct success, *Los Muertos*, *Barranca abajo* and *La Gringa*. His work has given him a recognized position in the rapidly developing drama of Argentina, a distinction more appreciated when we consider that among his co-workers were such talented authors as Roberto J. Payró, David Peña, Otto Miguel Cione, Víctor Pérez Petit, Vicente Martínez Cuitiño, and others who might be mentioned.

Vázquez Cey, in his excellent study, *El Teatro de Florencio Sánchez*, says that Sánchez is a dramatist of every-day life, of the lower strata of society. His method is one of careful observation with little of moral intuition or imagination. Among his outstanding qualities are superb mastery of detail, realistic atmosphere, fine management of dialogue and episode, and unusual ability in brief but exact and convincing portrayal of character.

Sánchez' rural dramas, in the depiction of domestic conditions and native types, may be considered a development, with artistic treatment, of the *gaucho* drama of the Juan Moreira type.

In introducing Sánchez to the teachers and students of the United States, the editors could not, in the present reviewer's opinion, have made a happier choice than *La Gringa*. This was produced in 1904, and, although the distinguished reviewer of *La Nación*, Juan Pablo Echagüe, expressed some disappointment from having expected too much, due to the excessive *réclame* preliminary to its production, he finds faithfully exhibited in it the cardinal qualities of the author.

The argument is one frequently used in creole drama. It presents a "conflict of races," the clash of antagonistic forces, the one progressive, represented by the *gringo* or immigrant, Don Nicola, the other retrogressive, represented by the repulsive *gaucho*, Don Cantalicio. The plot hinges upon the marriage of the daughter of Don Nicola and the son of Don Cantalicio and involves a certain symbolism in the promise of a new race from the union of the two.

*La Gringa* is exceptional in that it is free from the somber tragedy found in most of the author's works. The plot is weak, but the interest is held by the realistic detail. The only character that impresses is that of Don Nicola, the industrious, energetic *gringo*, or Italian immigrant. Don Cantalicio, the impoverished *criollo*, shows little of the traditional character of the *gaucho*, ignorant and reactionary, but noble, generous and honest. His feeling is well expressed in his words addressed to Don Nicola: "You are honorable because all protect you . . . all . . . all . . . all; even the priest supports you. I am a rascal. I have neither money nor ranch, and I was born in this country." It is the familiar complaint of the *gaucho* whether



in his clash with established authority or with the forces of economic progress as represented by the invading alien.

The reviewer believes that a favorable verdict should be expressed of the editors' work. They have presented a typical example of the *teatro criollo* of Argentina, a drama of incontestable originality and national flavor. The editorial work is well done, sufficient information being given in the notes and vocabulary regarding colloquialisms and dialectal expressions to make it available as a text in classes of moderate advancement. It will also be a distinct addition to the material for classes in Hispanic-American literature, especially for the development in dramatic form of the *gaucho* literature, familiar to readers of *Martin Fierro*.

C. K. JONES

George Washington University

*TALÍN Y OTROS CUENTOS POR CONCHA ESPINA*, edited with introduction, notes, and vocabulary by S. L. Millard Rosenberg and Marion A. Zeitlin. Alfred A. Knopf. New York. 1927. xxii+193 pages.

Here is a text that will be especially welcome in courses dealing with the Spanish cuento as a *genre*. It is well adapted to extensive reading in advanced classes.

Concha Espina, unlike her contemporary Emilia Pardo Bazán, never affects masculinity. She combines her power of vivid description with a profound human sympathy and the delicate touch of an artist, but she never lets the reader forget that the author is feminine. In all her writings, even in her short idyllic sketches, her keen observation is so clearly manifest, the web of realism is so finely spun, that one often feels that he is reading an episode from the author's life.

The text is well edited. It contains a rather extensive bibliography composed chiefly of newspaper and journal articles. The stories are carefully chosen with a view to giving the student a fair idea of the versatility and creative genius of Concha Espina. *Talín*, from *Ruecas de Marfil* (1917), is the longest story in the collection. It is a charming tale of a child of the Montaña district. The other stories, taken from *Pastorelas* (1920) and *Cuentos* (1922), present a variety of favorite themes of the author: maternal love in *El cantar milagroso*, *La niña regalada* and *Esperando al hijo*; self sacrifice in *Marinera* and *Renunciación*; social inequality in *El bárbaro Atila*, *Sangre plebeya* and *La madre del novio*; sympathy in *Piedras y barro* and *La renta de las señoritas*; injustice and ingratitude in *El forastero*, *El vencido* and *La traición*; the power of illusion in *Mal de belleza*, *La dulce mentira*, *La ilusión de la luz* and *La quimera*; the mystic inclination in *Las flores de maravilla*, *Flor de cuna*, *Oro de ley* and *El Cristo de los claveles*. The collection also includes tales dealing with juvenile characters and short sketches of a poetic nature.



The vocabulary is neat and compact. The gender of nouns is indicated only when it is not obvious. Words such as *cerebral*, *favor*, *paternal*, *ritual*, and *saliva*, which are identical in spelling with their English equivalents, have very sensibly been omitted. Other words such as *largatijas*, *sarmentosa*, *tripulación*, etc., which occur in the notes are likewise omitted from the vocabulary. The notes supplement the vocabulary as an aid in translation rather than as a stimulus to linguistic analysis. Comments on such constructions as the demonstrative *aquel* having substantive value (pg. 84, l.20), the use of the pronomial partitive (pg. 83, l.30), and the many interesting examples of adjective position (e.g., pg. 91, ll.8-9), are left to the initiative of the teacher.

CHESTER C. CONNELL

Princeton University

## Books Received

### FRENCH

GAUTIER, *Théophile*, Selections. Edited with introduction, notes, and vocabulary, by A. Schaffer and S. A. Rhodes. Preface, pp. V-VI; Introduction, pp. VII-XVI; Text, pp. 3-107; Notes, pp. 109-129; Vocabulary, pp. 131-185. Century Co. 1928. Price \$1.10.

"The editors have had three objects in view: to furnish classes in French with reading material from one of the most colorful writers in French literature, who, for some reason or other, has been neglected so far; to provide in a text of average length samples of the author's art as story teller, as literary historian and as poet; to make available the study of a highly cultured and artistic style such as the prose of Gautier affords."

LESAGE, *Turcaret*. Edited with introduction and notes by E. E. Brandon and M. Bondin. Historical Introduction, pp. V-XIII; Notice, pp. XV-XXIII; Text, pp. 3-155; Notes, pp. 157-163. Oxford University Press, 1928. Price \$0.85.

"The aim of the editors has been to present a text as nearly authentic as possible and such notes, linguistic, literary and historical, as will add to the intelligent and appreciative reading of the drama."

WILSON, FRANCES B., *French Humor*. Preface, pp. III-IV; Text, 11 short stories, pp. 3-76; Exercises, pp. 77-87; Vocabulaire, pp. 89-140. Ginn & Co., 1928. Price \$0.80.

"In the collection (of stories) we are presenting, humor has been interpreted from several standpoints, as it has manifested itself among

various writers. It is hoped that these stories will appeal to the interest of students, and acquaint them with this aspect of French 'esprit.' This will be our reward for conforming to the precept of Renan, 'apprenez à toutes les nations à rire en français.' "

FRANCE, ANATOLE, *Abeille et autres Contes*, edited with notes, direct method exercises and vocabulary by G. U. Henning. Preface, pp. V-VI; Text, pp. 3-149; Notes, pp. 151-178; Exercises, pp. 179-202; Vocabulary, pp. 204-260. D. C. Heath & Co., 1928. Price \$1.08.

"It is hoped that the present collection of stories, by their charm and their thoughtful appeal, will interest both younger and more advanced students. The younger student will be interested in the single narrative, in the elements of adventure and humor; the advanced student will appreciate the stimulating thought that underlies even the simplest tale of Anatole France."

CLÉMENT, MARGUERITE and MACIRONE, TERESA, *Je lis et je parle*. Preface, pp. III-VII; Text, pp. 3-135; Vocabulary, pp. 137-202. D. C. Heath & Co., 1928. Price \$1.16.

"This book is called 'Je lis et je parle.' The title alone will incline the beginner to believe that he can do both and he will do both, if interested enough in the matter. Most of our difficulties exist only in the imagination, which does not mean they do not exist. They must then be conquered by our imagination. This little book is meant to help the imagination of the student to do its part."

R.B.M.

## GERMAN

*Höher als die Kirche* von Wilhelmine von Hillern. Edited with introduction, notes, exercises, and vocabulary by Eleonore C. Nipert. Alfred A. Knopf, New York. 1928.

PETER HAGBOLDT: *Inductive Readings in German*—Book II. Text and illustrations, pp. 1-97; reading lists and exercises, 98-128; vocabulary, pp. 129-172. The University of Chicago Press, 1927. Price \$1.40.

The preface states: "The legends and sagas here presented offer material which has found expression in the music of Wagner and the dramas of Goethe, Schiller, and Hebbel. The historical sketches deal with the Germanic tribes at the time of Tacitus, with great personalities and a deciding epoch in German history. A number of great men and their work are introduced as representatives of the best cultural endeavor and achievement. Good books are discussed in such a way, I trust, that the student's interest will be aroused to

the point where he will seek satisfaction through independent reading, both extensive and intensive."

SOLOMON LIPTZIN: *Lyric Pioneers of Modern Germany*. Text pp. 1-160; notes pp. 161-182. Columbia University Press, 1928. \$2.75.

The table of contents includes the following chapter headings: The Rise of the German Social Lyric, The Poet of the Middle Class, Weltschmerz and the Social Lyric, The Lyric of Social Pity, The Lyric of Vice and Crime, The Lyric of Social Utopias, The Climax of the Early Social Lyric, The Lyric of Social Revolt, The Lyric of Social Cynicism.

P.H.

#### SPANISH

ALVAREZ QUINTERO, SERAFÍN Y JOAQUÍN. *La reja, comedia en un acto*. Authorized edition, with introduction (pp. ix-xiv), bibliography (p. xv), footnotes, and vocabulary (pp. 70-96), by CAROLINE B. BOURLAND. Text, pp. 1-67. Benj. H. Sanborn and Co., 1927.

Attractively done edition of typical *género chico* comedy of the Quintero brothers, with the traditional *reja* of Seville as the setting. Written entirely in Castilian, despite Andalusian *locale*. Suitable for second or third semester in college, second or third year in high school.

CAMBA, JULIO. *La rana viajera*. Edited, with introduction (pp. vii-xviii), notes (pp. 159-181), and vocabulary (pp. 183-258), by FEDERICO DE ONÍS. Text, pp. 1-156. D. C. Heath and Co., 1928.

Long-awaited edition of selections from the delightfully humorous sketches of Julio Camba, written in the best tradition of Spanish humor, which is so akin to our own, and edited by a Spanish scholar who has a real insight into American psychology. Camba's adventures in England, Germany, the United States, and his own country are bound to make a "hit" with American students. Suitable for use in second semester college or second year high school.

COESTER, ALFRED. *The Literary History of Spanish America*. Second Edition. 522 pages. The Macmillan Company, 1928.

Professor Coester celebrates his return from a year of study in Spanish America and his appointment to our first professorship of Spanish American Literature by issuing the second edition of his indispensable manual. The chapter on the Modernista Movement has been rewritten in part and two new chapters—on Darío's fol-

lowers and on the contemporary novel in Spanish America--have been added. A pioneer book which in the twelve years of its existence has become a standard work.

GOODMAN, EDWARD. *Spanish Review Book*. Grammatical terms (p. vi), introduction (pp. 1-3), text (pp. 4-94), idioms (pp. 95-109), translation, dictation, and composition exercises (pp. 110-136), appendices (pp. 137-160), recent examination papers in Spanish (pp. 161-175), vocabulary (pp. 176-186). Paper covers. Oxford Book Co. (New York City), 1927.

Review books seem to be an inevitable concomitant of the apparently inevitable standardized examination. This is a good one, whether for "cramming" or for the pedagogically sounder systematic review by easy stages and in class. Contains good exercises and sample examinations set by the University of the State of New York ("Regents' Examinations").

IMBERT, LOUIS, and PIÑOL, FRANCISCO. *Fundamentals of Spanish*. Introduction (pp. xv-xviii), lessons 1-39 (pp. 1-199), appendices (pp. 201-238), vocabularies (pp. 239-278), index (pp. i-v). Silver, Burdett and Company, 1928.

More high-grade elementary Spanish books appear to have been published in the last two years than in the previous five. Here is one by the ideal combination of American and "native" teacher. Simple and direct. Excellent exercises. Lessons well coordinated. Vocabulary almost wholly based on the Buchanan word-list. Illustrated.

NÉEL, HENRI C. and KENNEDY, L. F. *A Practical Spanish Grammar*. Pronunciation and accentuation (pp. vii-x), lessons 1-28 (pp. 1-244), appendix (pp. 245-250), vocabularies (pp. 251-295), index (pp. 297-301). Prentice-Hall, Inc. (New York City), 1927.

Beginners' book, with emphasis on oral drill. Frequent reviews and abundant "fluency drills." Sight-reading material in each lesson. Irregular verbs worked into lessons from lesson 12 on. Grammatical explanations made clear by English and general grammatical parallels.

PITTARO, JOHN M. *Exercise Book in Spanish*. Exercises (pp. 1-147) and vocabulary (pp. 149-161). Oxford Book Co. (New York City), 1927.

Systematic review of Spanish by means of 158 carefully prepared exercises employing all modern devices. Each exercise drills on one point only. Composition and dictation material, word-study, general review questions supported by 500 sentences which constitute a thorough-going test of the student's knowledge.

ROMERA-NAVARRO, M. *Historia de la literatura española*. xviii, 701 pages. D. C. Heath and Co., 1928.

Well-proportioned history of Spanish literature by a Spanish scholar of long experience as teacher of literature in the University of Pennsylvania. The lucid Spanish of the text, the well-chosen selections worked into the discussion, the wise distribution of space to the beginnings, the Golden Age, the 18th and 19th centuries, and contemporary times, the dignity and accuracy of the work as a whole, all make it a noteworthy production of Hispanic scholarship. Will be used rather generally in "survey courses."

SAAVEDRA, ANGEL DE. (DUQUE DE RIVAS). *Don Álvaro, o la fuerza del sino*. Drama in five acts, in prose and verse, edited with introduction (pp. vii-xliv), footnotes, and vocabulary (pp. 177-228), by CALVERT J. WINTER and EDWIN B. WILLIAMS. Text, pp. 1-173. Benj. H. Sanborn and Co., 1928.

Second edition of this hitherto unedited landmark of the Romantic Movement published within a few months. Rather full introduction, with critical comments by Valera, Menéndez y Pelayo, "Azorín," and others, good notes and vocabulary. Useful for second-year courses and the customary "survey course."

STURGIS, CONY. *The Spanish World in English Fiction; A Bibliography*. 80 pages. F. W. Faxon Co. (Boston), 1927.

Useful list of English and American novels and stories dealing with Spain and Spanish America, the Philippine Islands, etc., arranged by subjects and authors, with indices by title and chronologically according to contents. Brief notes on authors and contents. Desirable for supplementary reading guidance and for library use.

H.G.D.

#### ITALIAN

GRANDGENT, CHARLES HALL. *From Latin to Italian*. An Historical Outline of the Phonology and Morphology of the Italian Language. Introduction, pp. 3-9; phonology, pp. 10-120; morphology, pp. 121-166; subject index, pp. 161-172; index of words, pp. 173-191. Harvard University Press, 1927.

An outstanding American scholar, teacher, poet, essayist, and interpreter of literature rounds out a series of philological manuals that represent a lifetime of endeavor in this field by adding to his "Introduction to Vulgar Latin" and "Outline of the Phonology and Morphology of Old Provençal" this equally accurate and practical handbook of Old Italian. Indispensable for Romance philologists.

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